

BOWERS
ELEMENTARY SCHOOL



BULLDOGS

School Plan for Student Achievement (SPSA)

School Name		County-District-School (CDS) Code	Schoolsite Council (SSC) Approval Date	Local Board Approval Date
Bowers School	Elementary	43-69674-6048797	April 28, 2026	June 11, 2026

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 (LCAP) process.

This SPSA template consolidates all school-level planning efforts into one plan for programs funded through the Consolidated Application (ConApp), and for federal Additional Targeted Support and Improvement (ATSI), pursuant to California Education Code (EC) Section 64001 and the Elementary and Secondary Education Act (ESEA) as amended by the Every Student Succeeds Act (ESSA). This template is designed to meet schoolwide program planning requirements for both the SPSA and federal ATSI planning requirements.

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 local educational agency (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 64001(g)(1), 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.

This plan is being used by Bowers Elementary School for meeting ESSA's planning requirements for in alignment with the LCAP and other federal, state, and local programs.

This template is based on the December, 2023 CDE revision of the School Plan for Student Achievement. Some modifications have been made inform the SPSA development process.

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Plan Description

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

The Single Plan for Student Achievement (SPSA) at Bowers Elementary School is aligned with the Santa Clara Unified School District Local Control and Accountability Plan (LCAP) goals, focusing on improving student achievement, fostering equitable outcomes, and supporting the whole child. Bowers is committed to increasing the percentage of students meeting or exceeding grade-level standards, with a targeted emphasis on closing achievement gaps for English Learners, students with disabilities, and socioeconomically disadvantaged students. Through the implementation of research-based instructional practices, targeted interventions such as early literacy supports and designated English Language Development, and ongoing progress monitoring, the school aims to accelerate academic growth for all learners. In alignment with district goals, Bowers also prioritizes creating a safe, inclusive, and engaging school climate by strengthening social-emotional supports, promoting positive behavior through PBIS, and increasing family engagement through meaningful partnerships. Resources and professional development are strategically allocated to ensure staff capacity is built to meet diverse student needs and to sustain continuous improvement toward LCAP-aligned outcomes.

Educational Partner Involvement

How, when, and with whom did your Bowers Elementary 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

Throughout the academic year, the Bowers Elementary administration collaborates with staff and key stakeholder groups to identify institutional priorities and specific areas of student need. Stakeholders review comprehensive student achievement and school climate data to inform schoolwide goals and the strategic allocation of resources.

To ensure transparency, Bowers hosts an annual Title I Meeting at the beginning of the school year to review school programs, curriculum, academic assessments, and performance expectations. Furthermore, the school conducts regular meetings throughout the year to share student progress data and distribute instructional resources to families.

Consultation Process and Data Review

During the 2025–2026 school year, the principal engaged stakeholders in a series of data-driven planning sessions on the following dates:

Staff Meetings: February 4, March 19th, and March 20, 2026

School Leadership Team (SLT): February 24 and March 30, 2026

School Site Council (SSC): March 3 and April 28, 2026

PTA Board: March 4, 2026

During these sessions, participants analyzed i-Ready benchmark data, student achievement trends, and school climate indicators to identify instructional priorities and areas for improvement.

Influence on Goals and Resource Allocation

Feedback gathered from these stakeholder groups directly informed the development of schoolwide goals and the strategic allocation of Title I and Targeted funds. These financial resources are dedicated to supporting academic interventions, purchasing instructional materials, and implementing programs designed to accelerate student achievement. This collaborative process ensures that staff, families, and community members have equitable opportunities to provide input and participate in the school's planning and decision-making framework.

Resource Inequities

Briefly identify and describe any resource inequities identified as a result of the required needs assessment, as applicable.

This section is required for all schools eligible for ATSI and CSI only.

N/A Bowers is not an ATSI/TSI/CSI School. This section is not applicable at the time.

Comprehensive Needs Assessment Components

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.

California School Dashboard (Dashboard) Indicators

Referring to the California School Dashboard (Dashboard), any state indicator for which overall performance was in the “Red” or “Orange” performance category.

Bowers English Language Arts in the orange performance level

Referring to the California School Dashboard (Dashboard), any state indicator for which performance for any student group was two or more performance levels below the “all student” performance.

Based on a review of the California School Dashboard and local data, English Language Arts (ELA) has been identified as an area requiring significant improvement at Bowers Elementary School. According to the Dashboard, Bowers is performing in the Orange performance level in ELA, indicating that overall student achievement in reading and writing is below desired levels. Local measures, including i-Ready benchmark assessment data, also indicate that a significant number of students are performing below grade-level expectations in foundational literacy and reading comprehension.

Data analysis also indicates performance gaps among student groups, particularly for English Learners, students with disabilities, and socioeconomically disadvantaged students, who are performing at lower levels compared to the overall student population.

To address these needs, Bowers Elementary is implementing several targeted actions. These include strengthening Tier I literacy instruction, providing small-group literacy intervention, and utilizing programs such as RISE for grades 1–2, Reading Recovery for first-grade students, and daily literacy intervention for students in grades 3–5 who require additional support. Teachers regularly analyze i-Ready diagnostic and benchmark data to identify student needs and adjust instruction. In addition, the school continues to implement its SEAL model, which integrates academic language development through science and social studies to support literacy growth, particularly for English Learners.

Through these coordinated supports and ongoing data monitoring, the school aims to increase the percentage of students meeting or exceeding grade-level standards in ELA and reduce achievement gaps among student groups.

Other Needs

In addition to Dashboard data, other needs may be identified using locally collected data developed by the LEA to measure pupil outcomes.

Chronic Absenteeism and Attendance Support

Chronic absenteeism has been identified as a significant area of concern for Bowers Elementary. Current attendance data reveal that 17.1% of students are chronically absent (defined as missing 10% or more of the school year). This trend negatively impacts academic proficiency and long-term student engagement. Addressing these attendance gaps is essential to ensuring that all students have equitable and consistent access to core instruction and social-emotional supports.

To mitigate these challenges, the school has implemented a proactive attendance intervention strategy:

Routine Data Monitoring: Administration and staff regularly review attendance data to identify students who demonstrate patterns of frequent absences.

Family Partnership: Staff maintains consistent communication with families to emphasize the correlation between daily attendance and academic success.

Targeted Outreach: The school collaborates with families to identify specific barriers to attendance—such as transportation, health, or economic factors—and connects them with appropriate resources to ensure consistent school participation.

By prioritizing these interventions, Bowers Elementary aims to reduce the chronic absenteeism rate and foster a school culture that values daily attendance as a foundation for learning.

School and Student Performance Data

Student Enrollment

This report displays the annual K-12 public school enrollment by student ethnicity and grade level for Bowers Elementary School. Annual enrollment consists of the number of students enrolled on Census Day (the first Wednesday in October). This information was submitted to the CDE as part of the annual Fall 1 data submission in the California Longitudinal Pupil Achievement Data System (CALPADS).

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	0.41%	%	%	1		
African American	0.41%	1.25%	1.48%	1	3	4
Asian	20.25%	25.42%	21.48%	49	61	58
Filipino	5.79%	2.92%	5.93%	14	7	16
Hispanic/Latino	53.31%	53.75%	50.00%	129	129	135
Pacific Islander	0.83%	1.67%	1.11%	2	4	3
White	11.98%	8.75%	14.44%	29	21	39
Multiple/No Response	7.02%	6.25%	4.81%	17	15	13
Total Enrollment				242	240	270

Enrollment By Grade Level

Student Enrollment by Grade Level			
Grade	Number of Students		
	23-24	24-25	25-26
Transitional Kindergarten		22	36
Kindergarten	22	35	47
Grade 1	40	28	38
Grade 2	41	35	28
Grade 3	40	43	39
Grade 4	36	39	46
Grade 5	43	38	36
Total Enrollment	242	240	270

Conclusions based on this data:

1. Bowers Elementary is experiencing growth in our current 2025–2026 enrollment, which stands at 294 students—an increase compared to the 2024–2025 school year. Both of our TK classrooms and both kindergarten classrooms are currently full. With full TK and K classrooms, we anticipate continued growth in overall enrollment in the coming years.

2. The Hispanic/Latino student population has remained relatively stable, with only a slight increase of 0.44 percentage points. This suggests that enrollment in this demographic is steady and not experiencing significant growth or decline.
3. Our Asian student population increased by 5.17 percentage points, which is a notable rise within a single school year. This suggests either an increase in enrollment of Asian students or demographic shifts in the community. This growth contributes to greater cultural and linguistic diversity within the school. It may present opportunities to enrich curriculum and programs to reflect the experiences and backgrounds of more Asian students.

School and Student Performance Data

English Learner (EL) Enrollment

This report displays the annual K-12 public school enrollment by English Language Acquisition Status (ELAS). This information was submitted to the CDE as part of the annual Fall 1 data submission in the California Longitudinal Pupil Achievement Data System (CALPADS).

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	102	88	88	38.8%	42.1%	32.6%
Fluent English Proficient (FEP)	34	29	37	15.5%	14.0%	13.7%
Reclassified Fluent English Proficient (RFEP)	19	20		9.1%	7.90%	

Conclusions based on this data:

1. The decrease in English Learners from 23-24 to 24-25 may indicate successful reclassification of English Learners, changes in enrollment patterns, or increased student mobility. While a lower percentage of English Learners could reflect positive outcomes, such as students gaining proficiency, it also underscores the need to closely monitor subgroup data to ensure continued progress. Additionally, fluctuations in the EL population require the school to remain flexible in allocating resources, staffing, and instructional supports to effectively meet the evolving needs of both current English Learners and those who have recently reclassified.
2. The decrease in the percentage of Fluent English Proficient (FEP) students from 14% in 2023–2024 to 12.1% in 2025–2026 suggests a slight decline in the proportion of students who have achieved and maintained English proficiency. This downward trend may indicate that fewer students are being reclassified as Fluent English Proficient or that newly enrolled students with emerging English proficiency are increasing the overall English Learner population. It highlights a need to strengthen systems that support students in reaching reclassification criteria, including targeted English Language Development (ELD), progress monitoring, and academic language support across content areas. Additionally, the data suggests the importance of examining reclassification practices and ensuring that students who are close to meeting criteria receive timely and strategic support to successfully transition to Fluent English Proficient status.
3. Bowers Elementary's reclassification rate has shown a steady and meaningful upward trend, increasing from 9.6% (2022–2023) to 15.5% (2023–2024) and 16.7% (2024–2025). This consistent growth suggests that instructional supports for English Learners are becoming more effective, resulting in more students meeting the criteria to be reclassified as Fluent English Proficient. The continued increase also indicates that targeted ELD instruction, interventions, and language development strategies are positively impacting student outcomes, though ongoing focus will be important to sustain and accelerate this progress.

School and Student Performance Data

CAASPP Results English Language Arts/Literacy (All Students)

The Smarter Balanced Summative Assessments for ELA and mathematics are an annual measure of what students know and can do using the Common Core State Standards for English language arts/literacy and mathematics.

The purpose of the Smarter Balanced Summative Assessments is to assess student knowledge and skills for English language arts/literacy (ELA) and mathematics, as well as how much students have improved since the previous year. These measures help identify and address gaps in knowledge or skills early so students get the support they need for success in higher grades and for college and career readiness.

All students in grades three through eight and grade eleven take the Smarter Balanced Summative Assessments unless a student's active individualized education program (IEP) designates the California Alternate Assessments.

Visit the California Department of Education's [Smarter Balanced Assessment System](#) web page for more information.

Overall Participation for All Students												
Grade Level	# of Students Enrolled			# of Students Tested			# of Students with Scores			% of Enrolled Students Tested		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
Grade 3	37	38	42	37	35	41	37	35	41	100.0	92.1	97.6
Grade 4	43	36	34	41	35	33	41	35	33	95.3	97.2	97.1
Grade 5	44	42	36	44	42	34	44	42	34	100.0	100	94.4
All Grades	124	116	112	122	112	108	122	112	108	98.4	96.6	96.4

The "% of Enrolled Students Tested" showing in this table is not the same as "Participation Rate" for federal accountability purposes.

Overall Achievement for All Students															
Grade Level	Mean Scale Score			% Standard Exceeded			% Standard Met			% Standard Nearly Met			% Standard Not Met		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
Grade 3	2411.	2390.	2412.	24.32	5.71	19.51	16.22	22.86	21.95	29.73	31.43	26.83	29.73	40.00	31.71
Grade 4	2479.	2466.	2457.	34.15	22.86	15.15	17.07	28.57	30.30	26.83	11.43	21.21	21.95	37.14	33.33
Grade 5	2495.	2519.	2506.	20.45	28.57	29.41	22.73	28.57	35.29	25.00	26.19	5.88	31.82	16.67	29.41
All Grades	N/A	N/A	N/A	26.23	19.64	21.30	18.85	26.79	28.70	27.05	23.21	18.52	27.87	30.36	31.48

Reading Demonstrating understanding of literary and non-fictional texts									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
Grade 3	29.73	8.57	14.63	40.54	57.14	68.29	29.73	34.29	17.07
Grade 4	24.39	22.86	15.15	63.41	57.14	69.70	12.20	20.00	15.15
Grade 5	9.09	16.67	20.59	63.64	66.67	64.71	27.27	16.67	14.71
All Grades	20.49	16.07	16.67	56.56	60.71	67.59	22.95	23.21	15.74

Writing Producing clear and purposeful writing									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
Grade 3	21.62	11.43	17.07	45.95	34.29	51.22	32.43	54.29	31.71
Grade 4	17.07	17.14	9.09	63.41	54.29	60.61	19.51	28.57	30.30
Grade 5	18.18	19.05	23.53	63.64	57.14	50.00	18.18	23.81	26.47
All Grades	18.85	16.07	16.67	58.20	49.11	53.70	22.95	34.82	29.63

Listening Demonstrating effective communication skills									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
Grade 3	21.62	5.71	9.76	64.86	82.86	70.73	13.51	11.43	19.51
Grade 4	14.63	11.43	12.12	75.61	65.71	75.76	9.76	22.86	12.12
Grade 5	15.91	14.29	8.82	61.36	78.57	70.59	22.73	7.14	20.59
All Grades	17.21	10.71	10.19	67.21	75.89	72.22	15.57	13.39	17.59

Research/Inquiry Investigating, analyzing, and presenting information									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
Grade 3	13.51	17.14	9.76	59.46	65.71	75.61	27.03	17.14	14.63
Grade 4	17.07	22.86	6.06	70.73	60.00	78.79	12.20	17.14	15.15
Grade 5	20.45	21.43	23.53	59.09	59.52	50.00	20.45	19.05	26.47
All Grades	17.21	20.54	12.96	63.11	61.61	68.52	19.67	17.86	18.52

Conclusions based on this data:

1. ELA proficiency increased by about 3.6 percentage points, indicating modest academic growth in literacy from the previous year. This suggests that instructional strategies or supports implemented during the year may be having a positive impact on reading and writing outcomes.
2. About 50% of students fall into Levels 1–2, meaning they did not yet meet the standard. Although growth occurred, a significant proportion of students still require targeted literacy support, especially in foundational reading comprehension and writing skills.
3. Overall, the CAASPP claim-level data indicate that while students demonstrate strengths in listening and oral language comprehension, reading and writing remain key areas for continued instructional focus. Strengthening literacy instruction through explicit comprehension strategies, structured writing opportunities, and integrated language development will be critical to improving student outcomes. Continued implementation of targeted literacy interventions and language-rich instructional practices will support student progress toward meeting or exceeding grade-level standards.

School and Student Performance Data

CAASPP Results Mathematics (All Students)

The Smarter Balanced Summative Assessments for ELA and mathematics are an annual measure of what students know and can do using the Common Core State Standards for English language arts/literacy and mathematics.

The purpose of the Smarter Balanced Summative Assessments is to assess student knowledge and skills for English language arts/literacy (ELA) and mathematics, as well as how much students have improved since the previous year. These measures help identify and address gaps in knowledge or skills early so students get the support they need for success in higher grades and for college and career readiness.

All students in grades three through eight and grade eleven take the Smarter Balanced Summative Assessments unless a student's active individualized education program (IEP) designates the California Alternate Assessments.

Visit the California Department of Education's [Smarter Balanced Assessment System](#) web page for more information.

Overall Participation for All Students												
Grade Level	# of Students Enrolled			# of Students Tested			# of Students with Scores			% of Enrolled Students Tested		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
Grade 3	37	38	42	37	36	42	37	36	42	100.0	94.7	100
Grade 4	43	36	34	42	36	33	42	36	33	97.7	100	97.1
Grade 5	44	42	36	44	42	36	44	42	36	100.0	100	100
All Grades	124	116	112	123	114	111	123	114	111	99.2	98.3	99.1

* The “% of Enrolled Students Tested” showing in this table is not the same as “Participation Rate” for federal accountability purposes.

Overall Achievement for All Students															
Grade Level	Mean Scale Score			% Standard Exceeded			% Standard Met			% Standard Nearly Met			% Standard Not Met		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
Grade 3	2425.	2420.	2412.	18.92	19.44	14.29	29.73	16.67	28.57	24.32	27.78	26.19	27.03	36.11	30.95
Grade 4	2490.	2485.	2452.	30.95	16.67	18.18	21.43	41.67	18.18	30.95	19.44	27.27	16.67	22.22	36.36
Grade 5	2470.	2517.	2500.	15.91	26.19	22.22	15.91	19.05	25.00	18.18	28.57	22.22	50.00	26.19	30.56
All Grades	N/A	N/A	N/A	21.95	21.05	18.02	21.95	25.44	24.32	24.39	25.44	25.23	31.71	28.07	32.43

Concepts & Procedures Applying mathematical concepts and procedures									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
Grade 3	29.73	19.44	19.05	43.24	50.00	47.62	27.03	30.56	33.33
Grade 4	30.95	30.56	18.18	45.24	38.89	51.52	23.81	30.56	30.30
Grade 5	11.36	21.43	19.44	36.36	50.00	50.00	52.27	28.57	30.56
All Grades	23.58	23.68	18.92	41.46	46.49	49.55	34.96	29.82	31.53

Problem Solving & Modeling/Data Analysis Using appropriate tools and strategies to solve real world and mathematical problems									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
Grade 3	16.22	22.22	21.43	54.05	41.67	52.38	29.73	36.11	26.19
Grade 4	23.81	19.44	12.12	57.14	58.33	54.55	19.05	22.22	33.33
Grade 5	15.91	23.81	19.44	45.45	54.76	47.22	38.64	21.43	33.33
All Grades	18.70	21.93	18.02	52.03	51.75	51.35	29.27	26.32	30.63

Communicating Reasoning Demonstrating ability to support mathematical conclusions									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
Grade 3	18.92	22.22	16.67	59.46	58.33	61.90	21.62	19.44	21.43
Grade 4	33.33	27.78	12.12	47.62	47.22	54.55	19.05	25.00	33.33
Grade 5	11.36	26.19	19.44	63.64	57.14	50.00	25.00	16.67	30.56
All Grades	21.14	25.44	16.22	56.91	54.39	55.86	21.95	20.18	27.93

Conclusions based on this data:

1. There was a slight decline in overall mathematics performance, with the percentage of students meeting or exceeding the standard decreasing by approximately 4 percentage points compared to the previous year. This suggests that additional instructional support and targeted interventions in mathematics may be necessary to improve student outcomes.
2. More than half of students (57.66%) scored in Levels 1 or 2, indicating they did not yet meet grade-level expectations in mathematics. This highlights a need for continued focus on core mathematical concepts, problem solving, and conceptual understanding.
3. Overall mathematics performance at Bowers Elementary shows that while some students are demonstrating proficiency, a majority are not yet meeting grade-level standards. The data suggests a need to strengthen Tier 1 math instruction, provide targeted interventions for students performing below standard, and focus on accelerating students in the “nearly met” category to proficiency. Continued emphasis on conceptual understanding, mathematical discourse, and equitable instructional supports will be essential to improving mathematics outcomes.

School and Student Performance Data

The English Language Proficiency Assessments for California (ELPAC) system is used to determine and monitor the progress of the English language proficiency for students whose primary language is not English. The ELPAC is aligned with the 2012 California English Language Development Standards and assesses four domains: listening, speaking, reading, and writing.

Visit the California Department of Education's [English Language Proficiency Assessments for California \(ELPAC\)](https://www.cde.ca.gov/ta/tg/eng/elpac/) web page or the [ELPAC.org](https://elpac.org) website for more information about the ELPAC.

ELPAC Results

ELPAC Summative Assessment Data Number of Students and Mean Scale Scores for All Students												
Grade Level	Overall			Oral Language			Written Language			Number of Students Tested		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
K	1420.4	1431.4	1431.6	1427.1	1449.3	1438.1	1404.4	1389.5	1416.3	27	19	16
1	1428.6	1434.8	*	1435.3	1446.8	*	1421.4	1422.5	*	16	19	10
2	1472.8	1483.3	1471.7	1472.6	1482.3	1467.4	1472.6	1483.7	1475.3	16	23	16
3	1481.3	1500.3	1491.0	1476.6	1489.4	1488.8	1485.4	1510.7	1492.7	18	16	23
4	1505.5	1533.1	*	1501.0	1536.9	*	1509.3	1528.8	*	15	17	10
5	1527.2	1543.2	1520.3	1509.7	1533.5	1510.0	1544.3	1552.4	1530.2	16	13	13
All Grades										108	107	88

Overall Language Percentage of Students at Each Performance Level for All Students															
Grade Level	Level 4			Level 3			Level 2			Level 1			Total Number of Students		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
K	11.11	15.79	18.75	25.93	42.11	25.00	51.85	21.05	43.75	11.11	21.05	12.50	27	19	16
1	0.00	5.26	*	18.75	42.11	*	62.50	36.84	*	18.75	15.79	*	16	19	*
2	6.25	4.35	6.25	37.50	60.87	37.50	50.00	21.74	50.00	6.25	13.04	6.25	16	23	16
3	5.56	12.50	30.43	44.44	50.00	30.43	22.22	37.50	17.39	27.78	0.00	21.74	18	16	23
4	13.33	29.41	*	33.33	41.18	*	40.00	5.88	*	13.33	23.53	*	15	17	*
5	25.00	38.46	30.77	50.00	23.08	15.38	12.50	30.77	30.77	12.50	7.69	23.08	16	13	13
All Grades	10.19	15.89	19.32	34.26	44.86	30.68	40.74	25.23	30.68	14.81	14.02	19.32	108	107	88

Oral Language Percentage of Students at Each Performance Level for All Students															
Grade Level	Level 4			Level 3			Level 2			Level 1			Total Number of Students		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
K	14.81	42.11	25.00	22.22	21.05	31.25	51.85	15.79	31.25	11.11	21.05	12.50	27	19	16
1	0.00	5.26	*	50.00	42.11	*	31.25	36.84	*	18.75	15.79	*	16	19	*
2	18.75	34.78	18.75	43.75	34.78	37.50	37.50	13.04	37.50	0.00	17.39	6.25	16	23	16
3	38.89	18.75	43.48	16.67	56.25	26.09	22.22	18.75	13.04	22.22	6.25	17.39	18	16	23
4	40.00	52.94	*	26.67	23.53	*	26.67	5.88	*	6.67	17.65	*	15	17	*
5	25.00	53.85	38.46	56.25	30.77	15.38	6.25	0.00	15.38	12.50	15.38	30.77	16	13	13
All Grades	22.22	33.64	31.82	34.26	34.58	28.41	31.48	15.89	21.59	12.04	15.89	18.18	108	107	88

Written Language Percentage of Students at Each Performance Level for All Students															
Grade Level	Level 4			Level 3			Level 2			Level 1			Total Number of Students		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
K		10.53	18.75		36.84	18.75		31.58	56.25		21.05	6.25		19	16
1		10.53	*		10.53	*		68.42	*		10.53	*		19	*
2		13.04	6.25		39.13	31.25		26.09	56.25		21.74	6.25		23	16
3		6.25	13.04		43.75	34.78		50.00	21.74		0.00	30.43		16	23
4		29.41	*		29.41	*		23.53	*		17.65	*		17	*
5		30.77	30.77		23.08	0.00		38.46	46.15		7.69	23.08		13	13
All Grades	7.41	15.89	12.50	21.30	30.84	29.55	53.70	39.25	37.50	17.59	14.02	20.45	108	107	88

Listening Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
K	11.11	26.32	18.75	74.07	68.42	68.75	14.81	5.26	12.50	27	19	16
1	12.50	10.53	*	56.25	73.68	*	31.25	15.79	*	16	19	*
2	50.00	34.78	31.25	50.00	52.17	62.50	0.00	13.04	6.25	16	23	16
3	33.33	25.00	52.17	44.44	68.75	26.09	22.22	6.25	21.74	18	16	23
4	33.33	52.94	*	60.00	35.29	*	6.67	11.76	*	15	17	*
5	25.00	41.67	23.08	68.75	58.33	46.15	6.25	0.00	30.77	16	12	13
All Grades	25.93	31.13	34.09	60.19	59.43	50.00	13.89	9.43	15.91	108	106	88

Speaking Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
K	14.81	42.11	18.75	70.37	31.58	62.50	14.81	26.32	18.75	27	19	16
1	6.25	15.79	*	75.00	73.68	*	18.75	10.53	*	16	19	*
2	6.25	26.09	6.25	87.50	56.52	81.25	6.25	17.39	12.50	16	23	16
3	22.22	12.50	43.48	38.89	75.00	34.78	38.89	12.50	21.74	18	16	23
4	33.33	47.06	*	53.33	29.41	*	13.33	23.53	*	15	17	*
5	56.25	76.92	53.85	25.00	15.38	23.08	18.75	7.69	23.08	16	13	13
All Grades	22.22	34.58	27.27	59.26	48.60	52.27	18.52	16.82	20.45	108	107	88

Reading Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
K	7.41	10.53	6.25	81.48	63.16	87.50	11.11	26.32	6.25	27	19	16
1	6.25	21.05	*	25.00	52.63	*	68.75	26.32	*	16	19	*
2	6.25	4.35	0.00	81.25	86.96	75.00	12.50	8.70	25.00	16	23	16
3	0.00	0.00	13.04	55.56	75.00	52.17	44.44	25.00	34.78	18	16	23
4	6.67	11.76	*	80.00	58.82	*	13.33	29.41	*	15	17	*
5	25.00	23.08	30.77	50.00	69.23	15.38	25.00	7.69	53.85	16	13	13
All Grades	8.33	11.21	10.23	63.89	68.22	59.09	27.78	20.56	30.68	108	107	88

Writing Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
K	29.63	15.79	68.75	55.56	52.63	25.00	14.81	31.58	6.25	27	19	16
1	0.00	0.00	*	87.50	89.47	*	12.50	10.53	*	16	19	*
2	6.25	21.74	18.75	93.75	60.87	75.00	0.00	17.39	6.25	16	23	16
3	33.33	12.50	4.35	50.00	87.50	69.57	16.67	0.00	26.09	18	16	23
4	20.00	47.06	*	53.33	35.29	*	26.67	17.65	*	15	17	*
5	56.25	41.67	23.08	37.50	58.33	61.54	6.25	0.00	15.38	16	12	13
All Grades	25.00	21.70	23.86	62.04	64.15	57.95	12.96	14.15	18.18	108	106	88

Conclusions based on this data:

1. Approximately 50% of English Learners at Bowers are performing at Levels 3–4, showing reasonable progress toward English proficiency. This is a solid baseline, but it indicates there is still room to grow toward proficiency for all.
2. The data show stronger performance in oral language domains (listening/speaking) than in reading/writing. This aligns with typical ELPAC trends—students often acquire conversational skills earlier than academic literacy. Instructional emphasis on reading comprehension and writing support might boost overall proficiency.

3. Reading has the lowest percentages of “well developed” performance and the highest proportion at beginning/mid levels. Focused literacy intervention, academic vocabulary development, and integrated reading/writing instruction could raise performance in this domain.

School and Student Performance Data

Student Population

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

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

2024-25 Student Population			
Total Enrollment	Socioeconomically Disadvantaged	English Learners	Foster Youth
240	62.5%	36.7%	1.3%
Total Number of Students enrolled in Bowers 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	88	36.7%
Foster Youth	3	1.3%
Homeless	5	2.1%
Socioeconomically Disadvantaged	150	62.5%
Students with Disabilities	26	10.8%

Enrollment by Race/Ethnicity		
Student Group	Total	Percentage
African American	3	1.3%
American Indian	0	0.0%
Asian	61	25.4%
Filipino	7	2.9%
Hispanic	129	53.8%
Two or More Races	15	6.3%
Pacific Islander	4	1.7%
White	21	8.8%

Conclusions based on this data:

1. The percentage of socioeconomically disadvantaged students has remained consistently high, increasing slightly from 61.6% to 62.5%. This indicates a continued and growing need for targeted academic, social-emotional, and family support services to ensure equitable access to learning opportunities and resources.
2. The English Learner population decreased from 42.1% to 36.7%, suggesting a shift in student demographics that may be influenced by reclassification rates or enrollment patterns. Despite this decline, a significant proportion of students still require designated and integrated English Language Development supports to achieve academic success.
3. The Foster Youth population increased from 0.4% to 1.3%. While the overall percentage remains small, this represents a notable rise and highlights the importance of strengthening targeted interventions, monitoring, and wraparound supports to address the unique academic and social-emotional needs of this vulnerable student group.

School and Student Performance Data

Overall Performance

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



2025 Fall Dashboard Overall Performance for All Students

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

Conclusions based on this data:

1. English Language Arts shows improvement, indicating effective literacy efforts. ELA performance increased, suggesting that current instructional strategies, interventions, and language development supports are positively impacting performance. Continued focus on structured literacy, academic language, and targeted small-group instruction will be important to sustain and accelerate this growth, particularly for English Learners and other student groups. Mathematics performance declined, signaling a need for intensified support.

The decrease in math outcomes highlights a need to strengthen Tier 1 instruction, increase intervention opportunities, and ensure alignment to grade-level standards. Additional focus on conceptual understanding, problem-solving, and consistent progress monitoring will be critical to improving student outcomes in mathematics.

2. Chronic absenteeism remains a concern that impacts student learning. Attendance patterns indicate that a portion of students are missing significant instructional time, which directly affects academic progress. Strengthening family communication, implementing early intervention strategies, and reinforcing the importance of daily attendance will be key to improving engagement and overall achievement.
3. Suspension data suggest a continued need to strengthen positive behavior supports. Discipline trends indicate the importance of maintaining and enhancing PBIS practices, social-emotional learning, and restorative approaches. Focusing on proactive behavior supports and inclusive practices will help improve student outcomes, sense of belonging, and overall school climate.

School and Student Performance Data

Academic Performance English Language Arts

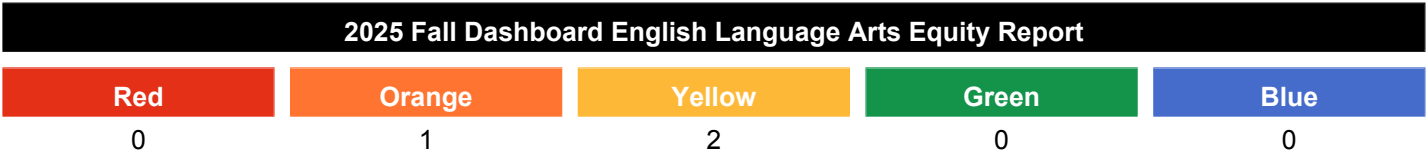
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This section provides number of student groups in each level.



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  Orange 7.9 points below standard Maintained -0.9 points 106 Students	English Learners  Yellow 32.9 points below standard Increased 6 points 54 Students	Long-Term English Learners
Foster Youth  No Performance Color 0 Students	Homeless  No Performance Color Fewer than 11 students - No Data for Privacy 2 Students	Socioeconomically Disadvantaged  Orange 30.4 points below standard Declined 3.1 points 66 Students

Students with Disabilities  No Performance Color 116.2 points below standard Declined 26.4 points 20 Students	African American  No Performance Color Fewer than 11 students - No Data for Privacy 1 Student	American Indian  No Performance Color 0 Students
Asian  No Performance Color 7.6 points below standard Declined 32.6 points 27 Students	Filipino  No Performance Color Fewer than 11 students - No Data for Privacy 4 Students	Hispanic  Yellow 29.1 points below standard Increased 4.2 points 54 Students
Two or More Races  No Performance Color Fewer than 11 students - No Data for Privacy 9 Students	Pacific Islander  No Performance Color Fewer than 11 students - No Data for Privacy 1 Student	White  No Performance Color 43.4 points above standard 11 Students

Conclusions based on this data:

- Socioeconomically Disadvantaged Student Group**
Based on the California School Dashboard, the Socioeconomically Disadvantaged student group at Bowers Elementary is performing in the Orange performance level. Students in this group scored 30.4 points below the standard, representing a decline of 3.1 points from the previous reporting period. This downward trend indicates that the achievement gap is widening, signaling an urgent need for targeted, sustained support and a reevaluation of the efficacy of current interventions.

The data highlights a critical need to strengthen Tier 1 instruction and ensure that these 66 students have equitable access to rigorous, grade-level content. To address this widening gap, the school should prioritize the following actions:

Instructional Focus: Intensify high-impact practices, including small-group literacy and math support, and the integration of SEAL strategies to bridge academic language gaps.
Targeted Intervention: Utilize data-driven differentiation to address the specific 3.1-point slip, ensuring interventions are timely and aligned with grade-level standards.
Family & Community Engagement: Strengthen partnerships with families and increase access to academic resources to create a holistic support system outside the classroom.

Maintaining a relentless equity focus across all instructional and intervention systems will be essential to reversing this decline, accelerating growth, and moving students toward proficiency..
- English Learners Student Group.**

English Learners are performing at a Medium (Yellow) performance level, indicating moderate but insufficient progress toward grade-level standards.

With an achievement level 32.9 points below standard, this student group is not yet meeting proficiency expectations and requires continued targeted academic and language development supports.

Recent growth of +6 points reflects positive momentum in student outcomes.

This improvement suggests that current instructional strategies, including English Language Development and SEAL-aligned practices, support student progress. However, the growth rate is not yet strong enough to close existing achievement gaps.

With 54 students in this subgroup, targeted and consistent instructional supports remain essential to accelerate learning.

Sustained focus on integrated ELD, small-group instruction, and academic language development will be critical to moving English Learners toward grade-level proficiency and reducing the performance gap over time.

3. Hispanic Student Group

The most significant takeaway is the 4.2-point increase in academic achievement. Unlike the Socioeconomically Disadvantaged group (which declined), the Hispanic student group is showing active growth. This suggests that the current instructional strategies or interventions for this cohort are beginning to yield positive results.

The school has successfully moved this group out of the "concern" zone (Orange/Red) and into a "steady progress" zone (Yellow).

School and Student Performance Data

Academic Performance Mathematics

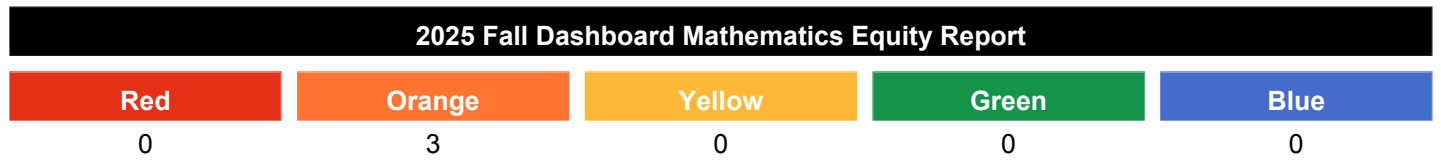
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This section provides number of student groups in each level.



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  Yellow 23.1 points below standard Declined 14.6 points 108 Students	English Learners  Orange 45.3 points below standard Maintained -0.2 points 56 Students	Long-Term English Learners
Foster Youth  No Performance Color 0 Students	Homeless  No Performance Color Fewer than 11 students - No Data for Privacy 2 Students	Socioeconomically Disadvantaged  Orange 45.4 points below standard Declined 9.8 points 68 Students

Students with Disabilities  No Performance Color 123.5 points below standard Declined 47.2 points 20 Students	African American  No Performance Color Fewer than 11 students - No Data for Privacy 1 Student	American Indian  No Performance Color 0 Students
Asian  No Performance Color 2.3 points above standard Declined 19.7 points 28 Students	Filipino  No Performance Color Fewer than 11 students - No Data for Privacy 4 Students	Hispanic  Orange 54.2 points below standard Declined 14.5 points 55 Students
Two or More Races  No Performance Color Fewer than 11 students - No Data for Privacy 9 Students	Pacific Islander  No Performance Color Fewer than 11 students - No Data for Privacy 1 Student	White  No Performance Color 50.5 points above standard 11 Students

Conclusions based on this data:

1. All three student groups (English Learners, Hispanic students, and Socioeconomically Disadvantaged students) are performing at a Low (Orange) performance level in mathematics, indicating significant and persistent achievement gaps that require intensified instructional focus.
2. Hispanic and Socioeconomically Disadvantaged student groups experienced notable declines in math performance (-14.5 and -9.8 points, respectively), signaling a need for urgent strengthening of Tier 1 instruction, intervention systems, and standards-aligned math practices.
3. English Learners remained relatively stable with a minimal decline (-0.2 points), but continue to perform well below standard (-45.3 points), highlighting the need for sustained and explicit language-rich math instruction, academic vocabulary development, and targeted small-group support to accelerate growth.

School and Student Performance Data

Academic Performance Science

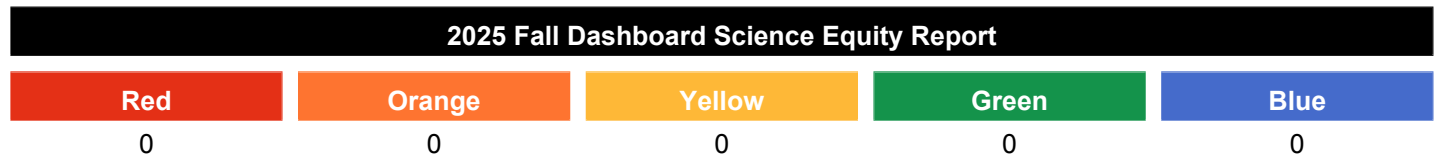
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Performance on state measures, using comparable statewide data, is represented by one of five colors. The performance level (color) is not included when there are fewer than 30 students in any year. This is represented using a greyed out color dial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



This section provides number of student groups in each level.



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  Green 58 science points Declined 5.2 points 35 Students	English Learners  No Performance Color 49.6 science points Declined 6.1 points 18 Students	Long-Term English Learners  No Performance Color 0 Students
Foster Youth  No Performance Color 0 Students	Homeless  No Performance Color Fewer than 11 students - No Data for Privacy 1 Student	Socioeconomically Disadvantaged  No Performance Color 52 science points Declined 6 points 23 Students

Students with Disabilities  No Performance Color Fewer than 11 students - No Data for Privacy 6 Students	African American  No Performance Color 0 Students	American Indian  No Performance Color 0 Students
Asian  No Performance Color Fewer than 11 students - No Data for Privacy 10 Students	Filipino  No Performance Color Fewer than 11 students - No Data for Privacy 1 Student	Hispanic  No Performance Color 49.3 science points Declined 8.9 points 16 Students
Two or More Races  No Performance Color Fewer than 11 students - No Data for Privacy 3 Students	Pacific Islander  No Performance Color Fewer than 11 students - No Data for Privacy 1 Student	White  No Performance Color Fewer than 11 students - No Data for Privacy 4 Students

Conclusions based on this data:

1. The student body as a whole is currently in the Green performance tier, which indicates a high level of achievement relative to state standards. With an average of 58 Science points, the general population is performing significantly above the baseline. However, the 5.2-point decline suggests that while the status is currently "high," the trend is moving in a negative direction, requiring a look into curriculum gaps or external factors affecting recent testing.
2. There is a notable 8.4-point achievement gap between the "All Students" group (58 points) and English Learners (49.6 points). Because English Learners have "No Performance Color," it typically suggests that the subgroup size might be small ($n < 30$) or there is insufficient historical data to assign a color. Regardless, the lower point total indicates that EL students are not accessing the science curriculum at the same level of proficiency as their peers.
3. The data shows that English Learners are struggling more significantly with year-over-year retention and growth than the general population.

All Students: Declined 5.2 points.

English Learners: Declined 6.1 points.

This 0.9-point difference in the rate of decline suggests that the factors causing the overall dip in scores are disproportionately impacting English Learners, potentially signaling a need for increased ELD (English Language Development) support within the science classroom.

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
 Yellow	 No Performance Color
56.3 making progress.	making progress.
Number Students: 64 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
18.8%	25%	0%	56.3%

Conclusions based on this data:

1. The most significant takeaway is that over half of the student population (56.3%) is actively advancing in their English language development. Progressing by at least one ELPI level indicates that the core instructional strategies and supports for English Learners are effectively moving a majority of students toward reclassification.
2. While the majority are progressing, a combined 43.8% of students did not show growth during this period. Specifically:
25% Maintained: These students are staying level, which may suggest they have reached a "plateau" where current supports are keeping them afloat but not pushing them to the next tier.
18.8% Decreased: This group represents a critical area for intervention, as nearly 1 in 5 students saw a decline in their measured proficiency levels.
3. The data shows a strong positive "net growth" trend. When comparing those who progressed (56.3%) against those who regressed (18.8%), the rate of improvement is nearly triple the rate of decline. This suggests that the overall educational environment is conducive to language acquisition, even though targeted adjustments are needed for the roughly 44% of students who are not currently advancing.

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.

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This section provides number of student groups in each level.



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  Red 17.1% Chronically Absent Increased 4.5 252 Students	English Learners  Orange 13.3% Chronically Absent Increased 0.8 98 Students	Long-Term English Learners
Foster Youth  No Performance Color Fewer than 11 students - No Data for Privacy 4 Students	Homeless  No Performance Color Fewer than 11 students - No Data for Privacy 7 Students	Socioeconomically Disadvantaged  Red 18% Chronically Absent Increased 4.6 167 Students

Students with Disabilities  Red 22.2% Chronically Absent Increased 2.8 36 Students	African American  No Performance Color Fewer than 11 students - No Data for Privacy 4 Students	American Indian  No Performance Color 0 Students
Asian  Orange 15.9% Chronically Absent Increased 2.9 63 Students	Filipino  No Performance Color Fewer than 11 students - No Data for Privacy 8 Students	Hispanic  Orange 19.3% Chronically Absent Increased 6.6 135 Students
Two or More Races  No Performance Color 6.7% Chronically Absent Declined 11 15 Students	Pacific Islander  No Performance Color Fewer than 11 students - No Data for Privacy 4 Students	White  No Performance Color 13% Chronically Absent Maintained 0.1 23 Students

Conclusions based on this data:

1. The most pressing takeaway is that the Socioeconomically Disadvantaged student group has reached a “Red” performance level, the lowest tier on the California Dashboard. With 18% of the 167 students in this subgroup being chronically absent, nearly one in five students is missing significant instructional time.
2. The “Red” performance level indicates that Students with Disabilities are in the lowest tier for chronic absenteeism on the California Dashboard. Approximately 22.2% of students in this subgroup (about 8 out of 36) are chronically absent, reflecting significantly higher attendance barriers compared to the overall student population. Under the Dashboard’s 5x5 color grid, a chronic absenteeism rate above 20.1% combined with an upward trend results in a Red designation, signaling an urgent need for targeted intervention and support at the state level.
3. The “Orange” performance level indicates that the Asian student group is in the second-lowest tier for chronic absenteeism on the California Dashboard. With 15.9% of the 63 students missing 10% or more of the school year, this reflects a concerning decline in consistent student engagement. While this rate is slightly lower than that of the Socioeconomically Disadvantaged and Students with Disabilities groups, it still represents a meaningful portion of students who are losing critical instructional time.

School and Student Performance Data

Conditions & Climate Suspension Rate

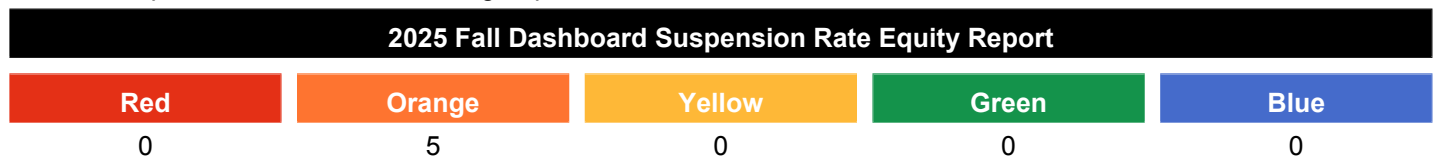
The 2025 California School Dashboard provides parents and educators with meaningful information on school and district progress so they can participate in decisions to improve student learning.

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."



This section provides number of student groups in each level.



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  Orange 3.1% suspended at least one day Increased 0.4% 260 Students	English Learners  Orange 2.9% suspended at least one day Increased 2.1% 102 Students	Long-Term English Learners
Foster Youth  No Performance Color Fewer than 11 students - No Data for Privacy 5 Students	Homeless  No Performance Color Fewer than 11 students - No Data for Privacy 8 Students	Socioeconomically Disadvantaged  Orange 4.1% suspended at least one day Increased 0.5% 171 Students

Students with Disabilities  Orange 5.1% suspended at least one day Increased 5.1% 39 Students	African American  No Performance Color Fewer than 11 students - No Data for Privacy 4 Students	American Indian  No Performance Color 0 Students
Asian  Orange 3.1% suspended at least one day Increased 3.1% 65 Students	Filipino  No Performance Color Fewer than 11 students - No Data for Privacy 8 Students	Hispanic  Orange 2.8% suspended at least one day Increased 0.7% 141 Students
Two or More Races  No Performance Color 6.7% suspended at least one day Declined 5.1% 15 Students	Pacific Islander  No Performance Color Fewer than 11 students - No Data for Privacy 4 Students	White  No Performance Color 4.3% suspended at least one day Increased 1.2% 23 Students

Conclusions based on this data:

1. Bowers Elementary's overall suspension rate of 3.1% (an increase of 0.4%) places the school in the Orange performance level on the California Dashboard, indicating a continued need for attention and improvement in school climate and student behavior supports. While the percentage of students suspended remains relatively low in absolute terms, the upward trend suggests that existing interventions may not be fully meeting student needs or consistently preventing escalations in behavior. This data points to the importance of strengthening tiered behavioral supports (MTSS), increasing proactive and restorative practices, and ensuring early identification and intervention for students at risk of repeated behavioral incidents. Continued focus on consistent expectations, staff collaboration, and targeted supports will be key to reversing this upward trend and improving overall student connectedness and safety.
2. The suspension data for Students with Disabilities at Bowers Elementary shows a 5.1% suspension rate, which represents a notable increase of 5.1% and places this subgroup in the Orange performance level on the California Dashboard. Although the total number of students in this group is relatively small (39 students), the sharp rise indicates a significant concern regarding how behavioral needs and supports are being addressed for this population. This trend suggests that current interventions may not be sufficiently preventative or individualized, and that students with disabilities may be experiencing unmet behavioral, academic, or social-emotional needs that are leading to exclusionary discipline. Moving forward, this data highlights the importance of strengthening individualized behavior support plans, increasing collaboration between general education and special education staff, and expanding the use of restorative and proactive practices to ensure equitable access to instruction and reduce disproportionality in suspensions.
3. The suspension data for English Learners at Bowers Elementary shows a 2.9% suspension rate, reflecting an increase of 2.1% and placing this subgroup in the Orange performance level on the California Dashboard. While the overall percentage of students suspended remains under 3%, the upward trend is concerning, particularly given the size of this subgroup (102 students). This increase suggests that English Learners may be experiencing challenges related to behavior that are potentially connected to language access, cultural responsiveness, or unmet academic

and social-emotional needs. The data highlights the need for continued emphasis on culturally and linguistically responsive supports, early intervention strategies, and consistent implementation of restorative practices. Strengthening adult capacity to recognize and respond to behavior through a language development lens will be critical in reducing suspensions and ensuring equitable outcomes for English Learners.

Goals, Strategies, & Proposed Expenditures

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

Goal 1

Title and Description of School Goal

Broad statement that describes the desired result to which all strategies/activities are directed.

Academic

Each student will demonstrate a 4% academic growth, and we will reduce achievement gaps between higher and lower performing students towards mastering California State Standards as measured by the state assessments (CAASPP ELA and Math grades 3-5), i-Ready Reading and Math Diagnostic.

LCAP Goal to which this School Goal is Aligned

LCAP goal to which this school goal is aligned.

LCAP Goal 1: All students will make measurable annual progress toward mastering California Standards and toward graduation. We will raise student achievement overall and accelerate the achievement of historically underserved student groups to narrow opportunity gaps.

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.

Our most recent i-Ready ELA Diagnostic results for grades 3–5, comparing Diagnostic 1 (August) to Diagnostic 2 (January), reflect continued and meaningful progress. The percentage of students performing mid or above grade level increased from 13% to 18%, while those performing early on grade level increased from 16% to 19%. Although the percentage of students performing one grade level below increased from 31% to 37%, we also saw notable reductions in the lowest performance levels: students two grade levels below decreased from 19% to 14%, and students three or more grade levels below decreased from 21% to 13%.

These results highlight the positive impact of our teachers, intervention staff, and students, as well as our continued focus on targeted, data-driven instruction. We will continue to monitor and analyze student performance to refine our approach and ensure sustained growth and improved outcomes for all learners.

Our most recent i-Ready Math Diagnostic results for grades K–5, comparing Diagnostic 1 (August) to Diagnostic 2 (January), continue to reflect encouraging progress. The percentage of students performing mid or above grade level increased significantly from 5% to 17%, while those at early grade level rose from 10% to 19%. At the same time, the percentage of students performing one grade level below decreased from 60% to 51%. Notably, we saw substantial reductions in the number of students performing two grade levels below (18% to 7%) and three or more grade levels below (8% to 5%).

These results highlight the positive impact of our teachers, intervention staff, and students, as well as our continued focus on targeted, data-driven instruction. We will continue to monitor and analyze student performance to refine our approach and ensure sustained growth and improved outcomes for all learners.

According to the California Dashboard, 56.3% of Emergent Bilingual students progressed at least one ELPI level on the ELPAC, representing a decline of 8.8% from the previous year. While a majority of students continue to demonstrate progress in English language development, this decrease highlights the need to strengthen and refine targeted instructional supports to ensure sustained growth and to help all students reach full English proficiency.

By focusing on targeted interventions, ongoing assessment, and fostering an inclusive learning environment, we can continue working toward closing these gaps and supporting the holistic growth of 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	Expected Outcome
iReady ELA	Baseline Diagnostic 2 (January 2026) 3-5th Grade 3-5th Grade 18% Mid or above grade level 22% Early on grade level 37% One grade level below 14% Two grade levels below 13% Three or more grade levels below	Diagnostic 2 (February 2027) 3-5th Grade 3-5th Grade 22% Mid or above grade level 23% Early on grade level 41% One grade level below 9% Two grade levels below 5% Three or more grade levels below
iReady Math	Baseline: Diagnostic 3 (January 2026) K-5th Grade 17% Mid or above grade level 19% Early on grade level 51% One grade level below 7% Two grade levels below 5% Three or more grade levels below	Baseline Diagnostic 3 (February 2027) K-5th Grade 21% Mid or above grade level 22% Early on grade level 51% One grade level below 5% Two grade levels below 1% Three or more grade levels below
ELA CAASPP	Baseline: June of 2025 Overall 21.3% Standard Exceeded 28.7% Standard Met 18.52% Standard Nearly Met 31.48% Standard Not Met 16.67% Emergent Bilinguals meeting/exceeding 34.15% Low-Income meeting/exceeding 27.27% Hispanic/Latinx meeting/exceeding 7.69% Students with IEPs meeting/exceeding	By June of 2026 Overall 25.3% Standard Exceeded 32.7% Standard Met 22.52% Standard Nearly Met 35.48% Standard Not Met 20.67% Emergent Bilinguals meeting/exceeding 38.15% Low-Income meeting/exceeding 31.27% Hispanic/Latinx meeting/exceeding 11.69% Students with IEPs meeting/exceeding
Math CAASPP	Baseline: June 2023 Overall 18.02% Standard Exceeded 24.32% Standard Met 25.23% Standard Nearly Met 32.43% Standard Not Met 15.79% Emergent Bilinguals meeting/exceeding 38.09% Low-Income meeting/exceeding 36.36% Hispanic/Latinx meeting/exceeding 7.69% Students with IEPs meeting/exceeding	By June 2026 Overall 22% Standard Exceeded 28.32% Standard Met 29.23% Standard Nearly Met 36.43% Standard Not Met 19% Emergent Bilinguals meeting/exceeding 42% Low-Income meeting/exceeding 40% Hispanic/Latinx meeting/exceeding 11% Students with IEPs meeting/exceeding
ELPAC	Baseline: June 2025 Summative 56.3% - ELs who Progressed at least 1 ELPI 25% - ELs who Maintained ELPI Levels	By June 2026 Summative 60.3% - ELs who Progressed at least 1 ELPI 29% - ELs who Maintained ELPI Levels

	18.8% - ELs who decreased 1 ELPI Level	10.7% - ELs who decreased 1 ELPI Level
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Strategies/Activities

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

Strategy/ Activity #	Description	Students to be Served	Proposed Expenditures
1.1	Literacy/ELD /Math Intervention Teacher to provide small-group targeted instruction to K-5 students below the benchmark as measured by iReady Reading and Math Diagnostics. Targeted groups will be adjusted throughout the year based on needs.	Students in Grades K-5 who are performing below benchmark, as measured by DIBELS, F & P, iReady Reading, and iReady Math data, will have access to intervention support. With priority given to Low SES, Emergent Bilinguals, homeless, and foster youth.	209,500.00 Title I 1000-1999: Certificated Personnel Salaries
1.2	Hire instructional support to work with small groups to support instructional time, including short-term limited assignments and/or a temporary general education para educator.	Students in Grades K-5 who are performing below benchmark, as measured by DIBELS, F & P, iReady Reading, and iReady Math data, will have access to intervention support. With priority given to Low SES, Emergent Bilinguals, homeless, and foster youth.	74,000.00 Title I 2000-2999: Classified Personnel Salaries
1.3	Provide teachers with structured opportunities for collaboration both within and outside the school day. Teachers will analyze student work and collaboratively develop common formative assessments to inform and strengthen instructional practice. Substitutes will be utilized to provide release time for collaboration, allow teachers to participate in professional development, and support attendance at Student Study Team (SST) and Individualized Education Program (IEP) meetings, ensuring consistent instructional alignment and student support.	All Students, English Learners (Emergent Multilinguals), Socioeconomically Disadvantaged (Low SES), Foster Youth, Students experiencing homelessness, and/or Students in Special Education.	2,500.00 Targeted Allocation 1000-1999: Certificated Personnel Salaries Sub and timesheet for time outside of the workday
1.4	Materials that support all academic content areas will be provided to enhance student learning and engagement. These may include, but are not limited to, learning materials, instructional tools, and supplemental resources for Reading, Writing, and Math workshops; assessment materials; AVMR resources; and small-group instruction materials, such as guided reading and guided math. Additional supports include leveled reading materials (including high-interest texts), supplemental Origo Math tools, Reading Recovery books, classroom	All Students, English Learners (Emergent Multilinguals), Socioeconomically Disadvantaged (Low SES), Foster Youth, Students experiencing homelessness, and/or Students in Special Education.	10,000.00 Title I 4000-4999: Books And Supplies 500.00 Targeted Allocation 4000-4999: Books And Supplies Snacks during state testing

	and school library collections, recess and PE equipment, and resources for Art, Garden, Makerspace/STEAM activities, and digital subscriptions. Purchase snacks to support student well-being and stamina during state testing.		
1.5	Provide teacher training to support English learners, improve math instruction focused on understanding and problem-solving, and strengthen reading skills, such as foundational skills and comprehension. This may include purchasing books, materials, and other resources to support teacher learning and classroom use.	All Students, English Learners (Emergent Multilinguals), Socioeconomically Disadvantaged (Low SES), Foster Youth, Students experiencing homelessness, and/or Students in Special Education.	3,000.00 Title I 5000-5999: Services And Other Operating Expenditures
1.6	Provide Emergent Bilingual students with additional targeted language development opportunities outside of the regular school day, including after-school programs and intersession supports, to strengthen English language acquisition and academic language development. Provide newcomer students with additional designated English Language Development (ELD) instruction focused on foundational language skills, vocabulary development, and structured language practice to accelerate their progress toward English proficiency and grade-level success.	All Students, English Learners (Emergent Multilinguals), Socioeconomically Disadvantaged (Low SES), Foster Youth, Students experiencing homelessness, and/or Students in Special Education.	10,000.00 Title I 1000-1999: Certificated Personnel Salaries

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

Analysis

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

This year, we continued to employ a full-time intervention teacher to support students in grades 3–5, a model that has proven vital to our instructional program. We are seeing notable progress toward our goals as reflected in multiple measures—including i-Ready data, Fountas & Pinnell (F&P) assessments, DIBELS, and grade-level common formative assessments. Across these sources, students are demonstrating growth in both reading and math proficiency, with a steady increase in those meeting grade-level expectations.

While the gains made by students receiving intervention services reinforce the effectiveness of our current targeted, data-driven approach, we remain committed to refining our intervention model. By continuously analyzing performance data and instructional delivery, we will further sharpen our strategies to ensure the model becomes even more effective in closing achievement gaps and providing every student with equitable, high-impact support.

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

Spending was closely aligned with the original plan, and funds were used as intended to support targeted interventions and professional development for teachers. One notable difference was in staffing: due to funding changes between the 2024–2025 and 2025–2026 school years, we were unable to hire the planned 1.5 FTE intervention teachers and instead hired 1.0 FTE certificated intervention teacher.

To mitigate this adjustment, we allocated resources to hire three part-time classified staff members who provided additional small-group instruction in classrooms. These staff members worked collaboratively with the intervention teacher and classroom teachers to support students in both reading and mathematics. Students were identified for support based on performance assessment data.

Overall, while there was a slight reduction in certificated staffing compared to the original plan, the strategic use of classified support staff allowed us to maintain the intended level of targeted intervention services.

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.

Based on this analysis, no substantial changes will be made to the overall goal, as it remains aligned to student achievement priorities and district LCAP goals. However, minor refinements will be made to strengthen implementation and increase impact.

Specifically, adjustments will focus on strengthening the clarity and monitoring of expected annual outcomes and ensuring more consistent use of multiple data sources, including i-Ready, Fountas & Pinnell (F&P), DIBELS, and grade-level common formative assessments, to track student progress more frequently and inform instruction in real time. In addition, intervention strategies will continue to be refined to ensure targeted supports are responsive to student needs, particularly for students performing below grade level.

Goals, Strategies, & Proposed Expenditures

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

Goal 2

Title and Description of School Goal

Broad statement that describes the desired result to which all strategies/activities are directed.

School Climate

All Bowers students will equitably receive the social, emotional, and behavioral support they need to be resilient, future-ready, lifelong learners who think critically, solve problems collaboratively, and are prepared to thrive in a global society.

LCAP Goal to which this School Goal is Aligned

LCAP goal to which this school goal is aligned.

All students will equitably receive the social emotional and behavioral support they need to be resilient, future ready, lifelong learners who think critically, solve problems collaboratively and are prepared to thrive in a global society.

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.

Analysis of PBIS School-Wide Information System (SWIS) data shows that physical aggression is the most frequent behavior leading to office discipline referrals, indicating a need for strengthened supports in emotional regulation, conflict resolution, and social-emotional skill development. Defiance, the second most common behavior, suggests a need to increase student engagement, clarify behavioral expectations, and ensure consistent implementation of schoolwide practices. Inappropriate language, the third most frequent behavior, further highlights the need to support students in developing appropriate communication skills and self-management strategies. Collectively, these trends point to the need for a more cohesive and preventive system that supports students in thinking critically, solving problems collaboratively, and managing challenges productively.

To meet this need, ongoing professional development for all staff in a Multi-Tiered System of Supports (MTSS) for behavior and social-emotional learning is essential. Consistent training will ensure the use of aligned practices, common language, and equitable implementation across all settings, supporting a coordinated and student-centered approach. In addition, maintaining a safe and structured recess environment remains a priority. The school requires approximately 5–6 noon-duty supervisors; however, ongoing challenges with staff retention necessitate continuous recruitment and training to ensure consistent supervision and support for students.

According to data from the California School Dashboard, Bowers Elementary also demonstrates a significant need regarding chronic absenteeism. The school’s chronic absenteeism rate is 17.1%, reflecting a 4.5% increase. Subgroup data indicate disproportionate impact, with socioeconomically disadvantaged students and students with disabilities identified in the “Red” performance level. Additionally, Asian English Learners and Hispanic students are identified in the “Orange” performance level. These trends indicate a need for targeted, equitable interventions that address barriers to attendance, strengthen student connectedness, and promote consistent engagement in school.

Bowers Elementary is also identified at the “Yellow” performance level for suspensions among socioeconomically disadvantaged students. Although there has been a slight overall decrease in suspension rates (0.3%), this subgroup data indicates a continued need to strengthen equitable behavior supports and reduce disproportionality. Ensuring that all students—particularly those from historically underserved groups—have access to proactive, inclusive, and restorative supports is critical to fostering resilience, promoting positive behavior, and ensuring readiness for future academic and life success.

Overall, these identified needs highlight the importance of strengthening a comprehensive, prevention-focused system of social-emotional and behavioral support that is equitable, data-driven, and aligned to the district’s LCAP goal of preparing all students to thrive as resilient, collaborative, and globally competent learners.

According to data from the California School Dashboard, Bowers Elementary is identified at the “Orange” performance level for suspensions among multiple student groups, including Asian students, English Learners, Hispanic students, socioeconomically disadvantaged students, and students with disabilities. The data reflects a slight increase in suspension rates of 0.4%, indicating a need for continued focus on equitable and preventative behavior supports. This trend highlights the importance of strengthening consistent implementation of Positive Behavior Interventions and Supports (PBIS), expanding restorative practices, and providing targeted social-emotional interventions. Ensuring that all student groups receive proactive and inclusive support is essential to reducing disproportionality in discipline and promoting a positive, engaging learning environment aligned with the goal of developing resilient, future-ready learners.

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	Expected Outcome
Attendance	March 2026 (K-5) Average Daily Attendance: Overall: 94.52% English Learners 94.99% Low-Income 94.07% Hispanic/Latinx 94.24% White 96.55% Students with IEP's 93.85%	March 2027 (K-5) Average Daily Attendance: Overall: 98% English Learners 99.% Low-Income 98% Hispanic/Latinx 98% White 99% Students with IEP's 97%
Chronic Absenteeism	March 2025 Overall: 15.09% Emergent Bilinguals: 11.49% Low-Income: 18.66%	March 2026 (K-5) Overall: 11% Emergent Bilinguals: 8% Low-Income: 14%

	Hispanic/Latinx: 16.38 % Students with IEP's: 19.23%	Hispanic/Latinx:12% Students with IEP's:15%
Suspension Data	April 2025 Suspension rate 2.72% 10 incidents	April 2026 Suspension rate 1.79% 6 Incidents

Strategies/Activities

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

Strategy/ Activity #	Description	Students to be Served	Proposed Expenditures
2.1	Tier 1: Implement schoolwide initiatives to promote consistent attendance, connectedness, and engagement. -Launch an attendance awareness campaign, highlighting the importance of daily attendance and its connection to academic and social-emotional success. -Recognize and celebrate students and classes with exemplary attendance monthly. -Integrate attendance expectations into classroom routines and PBIS lessons, connecting consistent attendance to positive behavior and schoolwide norms. Tier 2: Provide individualized supports for students at risk of chronic absenteeism, particularly socioeconomically disadvantaged students, students with disabilities, English Learners, Asian, and Hispanic students. -Identify students with frequent absences or tardies using daily attendance data. -Conduct outreach to families to understand barriers and provide supports (transportation, health, family engagement). -Develop individual attendance plans, including check-ins with school counselors or wellness staff. -Implement small-group social-emotional learning and resilience-building lessons targeting students with attendance concerns.	All students particularly socioeconomically disadvantaged students, students with disabilities, English Learners, Asian, and Hispanic students.	1,500.00 Targeted Allocation 4000-4999: Books And Supplies Student Incentives, recognition materials
2.2	Continue to integrate the Bowers Garden Program as a hands-on Social-Emotional Learning (SEL) and student engagement tool that promotes collaboration, problem-solving, responsibility, and resilience. Garden-based activities will include planting, maintaining, and harvesting gardens, along with science and nutrition lessons connected to grade-level standards, and opportunities for student-led projects that foster ownership and inquiry-based learning. In addition, a Garden Education Teacher (.2 FTE) will be hired to provide direct instruction to TK–5 students. This role will include planning and preparing garden-based lessons, as well as providing hourly support for Garden Work Days, ensuring consistent implementation of the program and meaningful integration across grade levels.	All Students, English Learners (Emergent Multilinguals), Socioeconomically Disadvantaged (Low SES), Foster Youth, Students experiencing homelessness, and/or Students in Special Education.	33,000.00 Targeted Allocation 1000-1999: Certificated Personnel Salaries

2.3	Offer enrichment activities designed to build community, engagement, and collaboration skills both inside and outside the classroom. These opportunities may include, but are not limited to, lunchtime sports, recess equipment, arts education, music programs, assemblies, character education literature and programs, community-building events, attendance-incentive activities to promote consistent school attendance and reduce chronic absenteeism, and field trips that extend learning beyond the classroom.	All Students, English Learners (Emergent Multilinguals), Socioeconomically Disadvantaged (Low SES), Foster Youth, Students experiencing homelessness, and/or Students in Special Education.	20,000.00 Targeted Allocation 5800: Professional/Consulting Services And Operating Expenditures Allera Sports 803.00 Targeted Allocation 4000-4999: Books And Supplies
2.4	Hiring a Wellness Coach I (SEL/PBIS) to provide daily, schoolwide support for students in grades TK–5 through the implementation of social-emotional learning and positive behavior supports. Responsibilities include delivering SEL instruction; overseeing the school's calming and de-escalation space; collecting and analyzing data on the calming space's effectiveness and impact on student behavior and regulation; providing targeted interventions for students with high social-emotional needs, including in-class de-escalation support; facilitating small groups; and supporting students during recess. The position will also provide targeted support to identified student groups (e.g., White students, Asian students, and students with disabilities) and conduct outreach to families of students with chronic absenteeism.	All Students, English Learners (Emergent Multilinguals), Socioeconomically Disadvantaged (Low SES), Foster Youth, Students experiencing homelessness, and/or Students in Special Education.	35,000.00 Targeted Allocation 2000-2999: Classified Personnel Salaries
2.5	Provide before-school supervision. Provide after-school supervision for enrichment opportunities. Provide PBIS support, including but not limited to PBIS Kick-Off prep, CICO coordination, and data entry.	All Students, English Learners (Emergent Multilinguals), Socioeconomically Disadvantaged (Low SES), Foster Youth, Students experiencing homelessness, and/or Students in Special Education.	13,000 Targeted Allocation 2000-2999: Classified Personnel Salaries 4,000 Targeted Allocation 1000-1999: Certificated Personnel Salaries
2.6	Continue to develop our Multi-Tier System of Support. PBIS professional development. Purchase and utilize materials that address student behavior, social thinking, and character education, such as, but not limited to, books and classroom materials. Purchase materials to support school-wide behavior expectations, procedures, and activities, such as but not limited to certificates, awards, books, incentives,	All Students, English Learners (Emergent Multilinguals), Socioeconomically Disadvantaged (Low SES), Foster Youth, Students experiencing homelessness, and/or Students in Special Education.	1,500.00 Targeted Allocation 4000-4999: Books And Supplies Incentives to support our PBIS
2.7	Allocate funds to purchase school uniforms and school materials for students experiencing homelessness and foster youth, ensuring equitable access to appropriate school attire.	McKinney-Vento and foster youth.	500.00 Title I 4000-4999: Books And Supplies

Annual Review

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.

Analysis

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

The ongoing use of the Second Step curriculum has effectively supported students' social-emotional development by strengthening their ability to regulate emotions, demonstrate empathy, and make positive choices. As a result, we have seen improvements in student behavior and peer relationships. To further enhance its effectiveness, it is important to maintain consistent implementation across all grade levels, ensuring a unified and supportive experience for every student.

Garden-based learning also plays a valuable role in supporting students' social-emotional growth. It offers hands-on experiences that promote teamwork and foster a meaningful connection with nature. As students care for plants and observe their growth, they develop responsibility, patience, and a sense of accomplishment. These experiences build resilience as students navigate challenges and adapt to change, while also encouraging collaboration and communication with peers. The garden's calming, sensory-rich environment supports stress management, emotional regulation, and mindfulness. By integrating garden education into the curriculum, students gain important life skills that contribute to both their social-emotional development and academic success.

Organized sports and outdoor games further support students' social and emotional well-being by providing structured opportunities to build teamwork, communication, and problem-solving skills. These activities help foster a sense of belonging and boost self-confidence. Physical activity supports emotional regulation, reduces stress, and strengthens resilience. Additionally, participation in structured play allows students to experience both success and setbacks, promoting a growth mindset and emotional maturity. Organized sports during lunch also provide opportunities for students who may not have access to organized athletics outside of school, offering valuable experiences they might not otherwise have. Notably, on days when Allera Sports facilitates organized activities, we observe a decrease in student conflicts.

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

We implemented the plan as intended.

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.

In addition to the strategies implemented last year, Bowers Elementary will establish a dedicated Calm Space to further support student wellness and engagement. With grant support, the school will purchase appropriate furniture and materials to create a safe, welcoming, and regulation-focused environment for students.

To ensure the effectiveness and sustainability of this space, Bowers will hire a Wellness Coach to oversee its implementation and daily operations. The Wellness Coach will provide direct support to students, guide them in using self-regulation strategies, and help integrate the Calm Space into the broader schoolwide system of support. This role will also include collecting and analyzing data to monitor the Calm Space's impact on student behavior, emotional regulation, and academic engagement.

The development of the Calm Space is intended to increase mental health literacy among students by providing opportunities to learn, practice, and apply social-emotional learning (SEL) competencies in real time. Research demonstrates that access to structured, supportive environments like Calm Spaces can reduce stress, improve self-management skills, and promote positive academic and behavioral outcomes.

This initiative will expand existing wellness supports by strengthening Bowers' Multi-Tiered Systems of Support (MTSS), particularly at Tier 1. By embedding proactive, schoolwide strategies accessible to all students, the Calm Space will serve as a preventive tool rather than solely a reactive intervention.

Overall, this effort reflects Bowers' commitment to implementing an innovative, prevention-focused system of support that is coordinated, student-centered, and grounded in equity. The Calm Space will ensure that all students have access to the tools and support they need to regulate emotions, build resilience, and fully engage in their learning environment.

In a parallel effort to foster a sense of belonging and reduce barriers to attendance, Bowers will provide school uniforms to students in need. Staff will collaborate with the McKinney-Vento liaison and foster youth services to identify eligible students and distribute uniforms in a timely, discreet manner. This targeted action directly supports student well-being, attendance, and overall academic success.

Goals, Strategies, & Proposed Expenditures

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

Goal 3

Title and Description of School Goal

Broad statement that describes the desired result to which all strategies/activities are directed.

Family and Community Partnerships

Bowers will partner with students and families and with labor, business, and community members to create and expand opportunities for students to be resilient, future-ready, lifelong learners who think critically, solve problems collaboratively, and are prepared to thrive in a global society.

LCAP Goal to which this School Goal is Aligned

LCAP goal to which this school goal is aligned.

SCUSD will partner with students and families, and with labor, business and community members to create and expand opportunities for students to be resilient, future ready, lifelong learners who think critically, solve problems collaboratively and are prepared to thrive in a global society.

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 school year, we consistently held the Principal's Coffee on the last Friday of each month, immediately following the flag salute. Scheduling meetings after the flag salute did lead to increased family participation. However, overall attendance remained low, particularly among Emergent Bilingual families and those from lower socio-economic backgrounds. Many of these families rely on bus transportation for their children, which can limit their ability to attend both the flag salute and the Principal's Coffee.

Low attendance may also reduce the effectiveness of these meetings and workshops. With fewer parents present, fewer perspectives and experiences are shared, which can limit the diversity of ideas and solutions discussed.

In contrast, parent participation has been strong during our Gallery Walks, which are celebratory exhibitions of student learning held at the end of each unit. This indicates that incorporating more celebratory, student-centered events could help increase family engagement.

Moving forward, we should focus on making school events more accessible and engaging for all families, particularly those facing transportation challenges. Expanding the use of celebratory, student-centered events such as Gallery Walks may provide a more effective pathway to family involvement. Additionally, offering alternative formats—such as virtual sessions or events at varied times—could ensure that all families have opportunities to participate and contribute to our school community.

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	Expected Outcome
Parent Teacher Conferences Participation	Fall of 2025 89% of families participated in Parent-Teacher Conferences Spring 2026 98% of families invited to participate in Spring Conferences attended.	Fall of 2026 91% of families will participate in parent-teacher conferences. Spring of 2027 100% of families invited to participate in Spring Conferences will attend.
Gallery Walks	Throughout the school year, families participate in Gallery Walks, visiting classrooms to view and engage with	Next year, Bowers will continue to host at least one Gallery Walk per trimester,

	student learning. These Gallery Walks serve as a culminating experience for thematic units and are held at the beginning or end of the school day. On average, Gallery Walks reflect a 70% family participation rate, demonstrating strong community engagement and interest in student learning.	with a goal of increasing family participation to at least 75%.
Parent Engagement Opportunities	2025-2026 School Year Parent Engagement Opportunities Trimester 1 Parent Engagement Opportunities Family Resource Fair on August 8, 2025 Participation Rate 68% Back to School Night 8/13/25 and 8/26/25 Participation Rate: 89% Bowers Family Picnic 8/22/25 Participation Rate: 10% Garden Work Day 10/11/2025 Participation Rate: 5.5% Math Festival Robinson Math Festival 10/14/25 Participation Rate: 18% Trimester 2 Parent Engagement Opportunities STEAM Night 11/20/2025 Participation Rate: 25% Parent Workshop, "Growing Executive Function Skills" 2/10/26 Participation Rate: .02% Trimester 3 Parent Engagement Opportunities B.R.A.V.E Celebration 3/5/2026 Participation Rate: 98% Open House 3/31/26 Participation Rate: 65% Garden Work Day, 4/4/2026	2026-2027 School Year School Year Parent Engagement Opportunities Trimester 1 Parent Engagement Opportunities Family Resource Fair on August 8, 2025 Participation Rate 72% Back to School Night 8/13/26 and 8/26/26 Participation Rate: 93% Bowers Family Picnic 8/26 Participation Rate: 22% Math Festival Robinson Math Festival 10/26 Participation Rate: 22% Trimester 2 Parent Engagement Opportunities STEAM Night 11/2026 Participation Rate: 29% Trimester 3 Parent Engagement Opportunities B.R.A.V.E Celebration 2/2027 Participation Rate: 100% Open House 5/27 Participation Rate: 69% SV[e]F SLAM Showcase, 4/2027 Participation Rate: 69%

	Participation Rate: 3% SV[e]F SLAM Showcase, 4/21/2026 Participation Rate: 65%	
Principal Coffee/Parent Workshops	2025-2026 Principal Coffees 1x a month, with an average of .06% of families attending. Parent Workshops combined with Principal's Coffee Title 1 Parent Meeting, / Importance of Attendance 8/29/25 Participation rate: .06 UFLI Parent Workshop, 9/26/25 Participation rate: .05% Let's Play Math Games. 10/24/25 Participation Rate: .05% Smarter Balance Parent Workshop: Participation rate .008 Avoid the Summer Slide Participation rate: TBD The Summer Slide workshop is a partnership with the Santa Clara Public Library.	2025-2026 School Year Principal Coffees 1x a month, with an average of .06% of families attending. Parent Workshops combined with Principal's Coffee Title 1 Parent Meeting, / Importance of Attendance 8/26 .06 Participation rate: 4.06% UFLI Parent Workshop, 9/26 Participation rate: 4.05% Let's Play Math Games. 10/25 Participation rate: 4.05% Smarter Balance Parent Workshop: Participation rate .008 Avoid the Summer Slide Participation rate: TBD The Summer Slide workshop is a partnership with the Santa Clara Public Library.
Community Partnerships	2025-2026 Partnership with: Partnership with KPMG Family Literacy - Literacy Night Liberty Lodge 299 "Raise a Good Reader" - 3x a year, donate gift cards to Emergent Focus- Parent Workshop - 1x a year 49ers SV[e]F SLAM Program Parents and local community members participate in Bowers Career Day	2026-2027 Continue with established partnerships and seek opportunities for additional community partnerships.

Strategies/Activities

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

Strategy/ Activity #	Description	Students to be Served	Proposed Expenditures
3.1	Provide interpretation services for parent meetings and translation of important documents for increased EL parent communication and partnership. Including mailing and the importance of attendance resources.	Families that require interpretation and translation services	500.00 Targeted Allocation 2000-2999: Classified Personnel Salaries Interpreters 500.00 Title I Part A: Parent Involvement 2000-2999: Classified Personnel Salaries Interpretation 500.00 Title I 2000-2999: Classified Personnel Salaries
3.2	Offer Parent Engagement Workshops at varied times (morning, evening, weekend) and provide virtual participation options. Provide childcare. Offer transportation. Host monthly Principal's Coffee	All Families	1025 Title I Part A: Parent Involvement 5000-5999: Services And Other Operating Expenditures Including refreshments during events 500.00 Title I Part A: Parent Involvement 5000-5999: Services And Other Operating Expenditures Transportation for Title parents attending events 500.00 Title I Part A: Parent Involvement 2000-2999: Classified Personnel Salaries Childcare 200.00 Targeted Allocation 5000-5999: Services And Other Operating Expenditures including meals and refreshments
3.3	Expand student-centered, celebratory events (Gallery Walks, student showcases, performances) throughout the year.	All Families	600.00 Title I Part A: Parent Involvement 4000-4999: Books And Supplies Recognition materials.
3.4	Fund a community liaison to support family engagement and communication. This role will coordinate meetings between families and staff and assist families with completing school forms and accessing school services.	All families in particular our families of emergent bilingual students.	5,000.00 Title I 2000-2999: Classified Personnel Salaries

3.5	Engage community and business partners to support events and student learning opportunities.	All students in particular	None Specified None Specified
3.6	Highlight student achievements and event outcomes via newsletters, social media, and website.	All students	None Specified None Specified

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

Analysis

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

Consistent implementation of monthly Principal's Coffee meetings established a reliable structure for family engagement. While attendance fluctuated, a core group of parents remained actively involved and provided meaningful feedback, demonstrating a strong foundation of trust and partnership. This pattern highlights both a strength and an opportunity: while the school has successfully engaged a dedicated group of families, variability in attendance suggests a need to expand outreach and reduce barriers so a more diverse range of families can participate. Building on the insights of regularly engaged parents while increasing accessibility will help strengthen overall family engagement and ensure broader representation in school decision-making.

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

We implemented the plan as intended with a balance of \$167.00.

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.

We had an opportunity to increase our community partnerships. We are partnering with SV[e]F SLAM (Service Learning and Mentoring) program

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

DESCRIPTION	AMOUNT
Total Funds Provided to the School Through the Consolidated Application	\$
Total Funds Budgeted for Strategies to Meet the Goals in the SPSA	\$428,128.00
Total Federal Funds Provided to the School from the LEA for CSI	\$

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	\$312,500.00
Title I Part A: Parent Involvement	\$3,125.00
rCalc_TotbyFSGrpFederal_50_FundSrc}	\$

Subtotal of additional federal funds included for this school: \$315,625.00

List the State and local programs that the school is including in the schoolwide program. Duplicate the table as needed.

State or Local Programs	Allocation (\$)
Targeted Allocation	\$112,503.00
rCalc_TotbyFSGrpStateLocal_50_FundSrc}	\$

Subtotal of state or local funds included for this school: \$112,503.00

Total of federal, state, and/or local funds for this school: \$428,128.00

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
Targeted Allocation	112503.00	0.00
Title I	312,500.00	0.00

Expenditures by Funding Source

Funding Source	Amount
Targeted Allocation	112,503.00
Title I	312,500.00
Title I Part A: Parent Involvement	3,125.00

Expenditures by Budget Reference

Budget Reference	Amount
1000-1999: Certificated Personnel Salaries	259,000.00
2000-2999: Classified Personnel Salaries	129,000.00
4000-4999: Books And Supplies	15,403.00
5000-5999: Services And Other Operating Expenditures	4,725.00
5800: Professional/Consulting Services And Operating Expenditures	20,000.00

Expenditures by Budget Reference and Funding Source

Budget Reference	Funding Source	Amount
1000-1999: Certificated Personnel Salaries	Targeted Allocation	39,500.00
2000-2999: Classified Personnel Salaries	Targeted Allocation	48,500.00
4000-4999: Books And Supplies	Targeted Allocation	4,303.00
5000-5999: Services And Other Operating Expenditures	Targeted Allocation	200.00

5800: Professional/Consulting Services And Operating Expenditures	Targeted Allocation	20,000.00
1000-1999: Certificated Personnel Salaries	Title I	219,500.00
2000-2999: Classified Personnel Salaries	Title I	79,500.00
4000-4999: Books And Supplies	Title I	10,500.00
5000-5999: Services And Other Operating Expenditures	Title I	3,000.00
2000-2999: Classified Personnel Salaries	Title I Part A: Parent Involvement	1,000.00
4000-4999: Books And Supplies	Title I Part A: Parent Involvement	600.00
5000-5999: Services And Other Operating Expenditures	Title I Part A: Parent Involvement	1,525.00

Expenditures by Goal

Goal Number	Total Expenditures
Goal 1	309,500.00
Goal 2	109,303.00
Goal 3	9,325.00

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
- 1 Classroom Teachers
- 1 Other School Staff
- 3 Parent or Community Members

Name of Members	Role
Adriana T. Reyes	Principal
Patricia Tejada Castillo	Parent or Community Member
Mariana Moreno	Parent or Community Member
Christine Gallegos	Classroom Teacher
Shilan Sheykhaghadee	Parent or Community Member
Kosha Bhatt	Parent or Community Member

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

Recommendations and Assurances

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

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

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

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

Signature

Committee or Advisory Group Name

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

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

This SPSA was adopted by the SSC at a public meeting on April 28, 2026.

Attested:

Two handwritten signatures in blue ink. The top signature is a cursive-style name, likely 'Adriana T. Reyes'. The bottom signature is also in cursive, likely 'Patricia Tejeda Castillo'.

Principal, Adriana T. Reyes on April 28, 2026

SSC Chairperson, Patricia Tejeda Castillo on April 28, 2026