



School Plan for Student Achievement (SPSA)

The instructions and requirements for completing the School Plan for Student Achievement (SPSA) follow the template in the SPSA Template instructions.

CSI Instruction:

The instructions and requirements for completing the School Plan for Student Achievement (SPSA) and Comprehensive Support and Improvement (CSI) planning requirements follow the template in the SPSA Template instructions.

ATSI Instruction:

The instructions and requirements for completing the School Plan for Student Achievement (SPSA) and Additional Targeted Support and Improvement (ATSI) planning requirements follow the template in the SPSA Template instructions.

School Name	County-District-School (CDS) Code	Schoolsite Council (SSC) Approval Date	Local Board Approval Date
Nancy Cory Elementary	6108393	04/15/2026	06/02/2026

Educational Partner Involvement

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

Involvement Process for the SPSA and Annual Review and Update

Nancy Cory School will be engaged in ongoing consultation with the School Site Council, ELAC, AAAC, Parenting Partners, PTO and other community members. The SPSA will be reviewed at least quarterly with these groups.

Comprehensive Needs Assessment Process

Comprehensive Needs Assessment Process Summary

CALIFORNIA COMMUNITY SCHOOLS PARTNERSHIP PROGRAM (CCSPP): IMPLEMENTATION PLAN

The Lancaster Elementary School District (LANCSD) has embraced a collaborative approach by integrating the California Community Schools Partnership Program (CCSPP) Implementation Plan into the Single Plan for Student Achievement (SPSA). This collaborative effort aims to improve alignment and efficiency in meeting shared educational goals. The integration allows for streamlined strategies, reduced duplication, and better coordination of resources and interventions. It also simplifies progress tracking and reporting, supports continuous adjustments, and fosters stronger collaboration among educational partners. This inclusive approach ensures a comprehensive, community-focused strategy for student success, making everyone involved feel part of a unified team.

In Spring 2023, the Lancaster Elementary School District (LANCSD) was awarded 22 five-year (2023-2028) Community Schools Implementation Grants. These grants, in partnership with site leaders, staff, parents, students, and community partners, signify a significant step towards a unified vision of establishing community-based learning hubs. With the active involvement of our community partners, these hubs will offer students and families access to comprehensive support services and resources in a centralized location, fostering holistic growth and strengthening community engagement.

The California Community Schools Framework (CA CS Framework) defines essential elements for successful community schools, including Four Pillars, Four Key Conditions for Learning, Four Cornerstone Commitments, and Four Proven Practices. The Lancaster Elementary School District (LANCSD) has identified four key Community Schools priorities to improve student outcomes in alignment with this framework, as informed by the previous year's data analysis. These priorities are: (1) Enhancing academic performance, social-emotional development, and student well-being by strengthening integrated student support services; (2) Empowering parents and families to contribute to their children's success by providing access to community resources and fostering active engagement in education; (3) Building the capacity of educators and staff to meet the academic and developmental needs of students through a Multi-tiered System of Supports (MTSS); and (4) Enhancing and expanding access to after-school, intersession, and summer learning opportunities to complement in-school instruction. These priorities are fully aligned with the CA CS Framework and support the overarching goals of Lancaster Elementary School District's Local Control Accountability Plan (LCAP), which include promoting academic achievement, equitable learning practices, and creating safe, supportive environments.

To implement and continuously enhance a whole-child approach to school improvement across the Lancaster Elementary School District, each school will engage in ongoing evaluation, reflection, and cycles of continuous quality improvement throughout the CCSPP grant and beyond. This process will focus on assessing the fidelity of implementation and the impact of CCSPP investments and initiatives. In collaboration with LANCSD and various educational partners, each school will annually review and update the Implementation Plan to reflect the progress and evolving needs of the community schools. The results will inform this review of the Needs and Assets Assessment and course corrections derived from continuous improvement efforts and school community engagement. The annual review process will incorporate data from the School Plan for Student Achievement (SPSA), YouthTruth Survey results, local assessment results, California school Dashboard, evaluation reports from previous and current years regarding the Four Pillars of Community Schools, and the Capacity-Building Strategies (Shared Commitment, Understanding and Priorities, Centering Community-Based Learning, Collaborative Leadership, Sustaining Staff and Resources, and Strategic Community Partnerships).

COLLECTIVE PRIORITIES OF LANCASTER DISTRICT COMMUNITY SCHOOLS:

Priority	Outcome
<p>Priority 1: Enhancing academic performance, social-emotional development, and student well-being by strengthening integrated student support services.</p>	<p>Success will be determined by comparing actual outcomes to baseline outcomes, including:</p> <ul style="list-style-type: none"> • CAASPP and i-Ready Diagnostic Assessments to evaluate students' academic achievement • YouthTruth Survey results to assess school climate, student engagement, and social-emotional development • Multiple behavioral outcome measures, including attendance rates, chronic absenteeism, and suspension/expulsion rates

<p>Priority 2: Empowering parents and families to contribute to their children’s success by providing access to community resources and fostering active engagement in education.</p>	<p>Success will be determined by:</p> <ul style="list-style-type: none"> • Regularly administering surveys and conducting focus groups with parents, families, and community members to gather qualitative feedback on the perceived quality of community school services and the effectiveness of home-school-community engagement efforts • Analyzing year-over-year results from the Whole Child and Family Support Inventory to assess progress and identify areas for improvement
<p>Priority 3: Building the capacity of educators and staff to meet students' academic and developmental needs through a Multi-tiered System of Supports (MTSS).</p>	<p>Success will be determined by reviewing teacher and staff surveys, such as the YouthTruth and other site-specific surveys.</p>
<p>Priority 4: Enhancing and expanding access to after-school, intersession, and summer learning opportunities to complement in-school instruction.</p>	<p>Success will be determined by:</p> <ul style="list-style-type: none"> • Increases in annual attendance in expanded learning programs • Growth in the number of out-of-school activities and events offered • Improved academic performance and student behavioral outcomes among expanded learning program participants (EL, Homeless, Foster Youth), as measured by CAASPP, ELPAC, and i-Ready Diagnostic scores, as well as redesignation rates of English Learners to Fluent English Proficient (RFEP)

CCSPP WHOLE CHILD AND FAMILY SUPPORTS INVENTORY:

For each potential support below, please identify if the support was part of your Community Schools Implementation Plan or Needs and Assets Assessment.

Potential Support	Are these whole child and family supports part of your Community Schools Implementation Plan/Needs and Assets Assessment?
	YES/NO
Health Screening and Services (vision, dental, hearing, neurological, physical health)	YES
Mental Health Screening and Services	YES
Nutrition Services and Support	NO
Academic Support (tutoring, specialist, etc.)	YES
Counseling/Wellness Center	NO
Multi-Tiered System of Support (MTSS)	YES
Coordination of Services Team (COST Team)	NO
Before School (times/services)	NO
After School (times/services)	YES
Summer/Intersession Programs	NO
During School (learning pathways, differentiated instruction, lab times, etc.)	YES
Teacher Leadership Development and Opportunities	YES
Parent Leadership Development and Opportunities	YES
Student Leadership Development and Opportunities	YES
Shared Decision-Making Bodies that center the voices of students, families, and community	YES

Multiple Modes of Family Communication & Involvement (e.g., student-teacher-family conferences, regular class information & outreach)	YES
Home Visits	YES
Adult Education (GED, ESL, Job Training, Financial Literacy, etc.)	NO
Positive Behavioral Interventions and Supports (PBIS)	YES
Practices that help prevent, reduce, and eliminate exclusionary discipline (restorative practices, peer mediation, trauma-formed practices, CHK, conflict resolution, etc.)	YES
Programs and practices that teach social-emotional skills (e.g., SEL curriculum (Sown to Grow, Second Step, Wondergrove, Kelso's Choice), mindfulness practices, etc.)	YES
Project-Based Learning	YES
Culturally-Sustaining and Responsive Curriculum and Pedagogy	YES
Community-Based Curriculum, Pedagogy, and Projects	YES
Personalized Learning Plans	NO
Performance Assessments (e.g., capstones, portfolios, etc.)	NO
Advisory System to ensure every student has a home base/family group and an advisor who knows them well	NO

STRATEGY 1: SHARED COMMITMENT, UNDERSTANDING, AND PRIORITY:

PART A: Describe the developmental plans for ensuring the [Overarching Values](#) are reflected in your community schools work.

[Link to Community Schools Work Plan](#)

PART B: Describe how you will engage historically marginalized student and family groups.

[Link to NC Plan for Engaging Historically Marginalized Student and Family Groups](#)

PART C: GOALS AND ACTIONS:

Please describe the top three goals for your community schools' initiative based on your Needs and Assets Assessments and their associated actions. At least one goal should be identified from the Whole Child and Family Inventory.

Goal	Was this goal submitted with the first APR?	Explain how the school has developed it, particularly as it relates to your Needs and Assets Assessment.	Explain the action(s) you took in the SY 2025-2026 school year to meet this goal.
<p>Goal 1: Nancy Cory School will reduce the chronic absence rate from 25% to 20%.</p>	<p>YES</p>	<p>We looked at Chronic Truancy data.</p>	<p>Implement a school-wide attendance awareness campaign to educate students and parents about the importance of regular attendance. This may include monthly newsletters, attendance challenges, and recognition for improved attendance.</p> <p>Utilize data tracking systems to monitor attendance patterns and identify students at risk of chronic absence early in the school year, allowing for timely interventions.</p>

<p>Goal 2: During the 2026–2027 school year, Nancy Cory School will expand and sustain onsite learning opportunities by providing before-school, after-school, weekend, and intersession programs designed to support low-income students, foster youth, and English learners. The school will increase participation among targeted student groups by at least 10% and monitor student attendance, academic progress, and engagement through quarterly data reviews to evaluate program effectiveness and guide continuous improvement.</p>	<p>YES</p>	<p>We used Youth Truth Parent and Student surveys to identify needs.</p>	<p>Implement engaging extracurricular activities and clubs that cater to diverse student interests, encouraging students to feel more connected to the school community.</p>

<p>Goal 3: By June, 2027, Nancy Cory will see an increase the percentage of parents who feel engaged and empowered in decision making from 53% to 75% and know that their child is getting a high-quality education will increase from 66% to 80%.</p>	<p>YES</p>	<p>We used Youth Truth Parent survey data in regards to parent empowerment and engagement.</p>	<p>Host monthly parent workshops to explain the standards-based grading (SBG) report card and provide resources for supporting student learning at home.</p> <p>Organize quarterly family learning nights where parents and students engage in interactive activities that demonstrate key learning concepts.</p> <p>Implement an Parent Ambassador Program where selected parents reach out to other parents to encourage participation in their child's education and school events.</p>

GOAL ANALYSIS:

Describe any changes made to your planned goals, metrics, desired outcomes, or actions for the coming school year that resulted from reflections on prior practice. These reflections can include any substantive differences in planned actions and actual implementation of these actions, considerations of how effective specific actions were in making progress toward the goal, as well as identified areas of growth and any solutions you developed. (300 words or less)

[Link to Changes to Planned Goals](#)

STRATEGY 2: CENTERING COMMUNITY-BASED LEARNING:

Describe your goals and action steps to assist educators in learning about students and families as well as understanding the theoretical roots and practical elements of community-based learning.

[Centering Community Based Learning](#)

STRATEGY 3: COLLABORATION LEADERSHIP:

Describe the system of shared governance and site-level leadership structure at your community school (this could be a visual like an organizational chart or other graphic):

[System of Shared Governance](#)

STRATEGY 4: SUSTAINING STAFF AND RESOURCES:

Describe the plans or steps you are considering to build sustainability beyond the life of your implementation grant:

[Building Sustainability](#)

STRATEGY 5: STRATEGIC COMMUNITY PARTNERSHIPS:

Describe the partnerships you have established or plan to establish, and how your school's partnerships will be responsive to the vision and priorities of students, staff, families and community members:

[Ongoing Partnerships](#)

Goals, Strategies/Activities, and Expenditures

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

Goal 1.1

Goal #	Description
Goal 1.1	Academics: English Language Arts: By June 2027, Nancy Cory will shift from 25.0 points below standard to 10.0 points below standard. Mathematics: By June 2027, Nancy Cory will shift from 56.6 points below standard to 40.0 points below standard.

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.

- There is a need for systematic whole group phonics instruction for K-2.
- There is a need to address and implement effective writing and grammar strategies/program.
- There is a need to continue to train staff and implement Universal Design for Learning strategies.
- There is a need for teachers to collaborate and calibrate on standards aligned instruction.
- There is a need for consistent use of Teacher Clarity in the classroom.
- There is a need to intervention (tier II) in the classroom via small group instruction as needed.
- There is a need for Tier III intervention for 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
CAASPP ELA- All student groups CAASPP ELA- Students with Disabilities CAASPP ELA- African American CAASPP ELA- EL CAASPP ELA- Hispanic CAASPP ELA- SED CAASPP ELA- White	CAASPP ELA- All student groups- 25.0 points below standard (yellow) CAASPP ELA- Students with Disabilities- 100.3 points below standard (orange) CAASPP ELA- African American- 68.1 points below standard (yellow) CAASPP ELA- EL-51.3 points below standard (yellow) CAASPP ELA- Hispanic- 20.8 points below standard (yellow) CAASPP ELA- SED- 32.9 points below standard (yellow) CAASPP ELA- White- 19.9 points above standard (blue)	CAASPP ELA- All student groups- 10 points below standard (yellow) CAASPP ELA- Students with Disabilities- 85 points below standard (yellow) CAASPP ELA- African American- 53 points below standard (yellow) CAASPP ELA- EL- 35 points below standard (yellow) CAASPP ELA- Hispanic- 5 points below standard (yellow) CAASPP ELA- SED- 17 points below standard (yellow) CAASPP ELA- White- 25 points above standard (blue)
CAASPP Math- All student groups CAASPP Math- Students With Disabilities CAASPP Math- African American CAASPP Math- EL CAASPP Math- Hispanic CAASPP Math- SED CAASPP Math- White	CAASPP Math- All student groups- 56.6 points below standard (yellow) CAASPP Math- Students With Disabilities- 129.7 points below standard (orange) CAASPP Math- African American- 111.3 points below standard (red) CAASPP Math- EL- 68.9 points below standard (yellow) CAASPP Math- Hispanic- 50.4 points below standard (yellow) CAASPP Math- SED- 61.8 points below standard (yellow) CAASPP Math- White- 9.5 points below standard (green)	CAASPP Math- All student groups- 40 points below standard (green) CAASPP Math- Students With Disabilities- 115 points below standard (yellow) CAASPP Math- African American- 95 points below standard (orange) CAASPP Math- EL- 53 points below standard (yellow) CAASPP Math- Hispanic- 35 points below standard (green) CAASPP Math- SED- 45 points below standard (green) CAASPP Math- White- 25 points below standard (green)
iReady Language Arts-All student groups Classroom and Site Formative Assessments	49% Proficient	55% Proficient
iReady Math- All student groups Classroom and Site Formative Assessments	42% Proficient	50% Proficient
Student Youth Truth- Student Engagement Student Youth Truth- Academic Rigor Student Youth Truth- Instructional Methods Staff Youth Truth- Professional Development and Support	Engagement- 2.77 Academic Rigor- 2.49 Instructional Methods- 2.58 Professional Development and Support- 3.76	3.00 3.00 3.00 4.00

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

Strategies/Activities Table

Strategy/ Activity #	Description	Students to be Served	Proposed Expenditures	Funding Source(s)
1.1.1	Students will receive standard's-aligned good first instruction in all content areas. Teachers will receive professional development through release time for the purpose of observing peers and conducting Instructional Rounds to improve teacher efficacy and student achievement.	All Students	\$10,000	Title 1 Account Code: 1000–1999 Certificated Personnel Salaries
1.1.2	Students will receive high-quality instruction with research-based Student Engagement strategies such as Teacher Clarity and Universal Design for Learning.	Foster Youth, Students with Disabilities, Low Income, English Learners, All Students	\$10,000 \$15,000	LCFF S/C LCFF - Base Account Code: 4000–4999 Books and Supplies
1.1.3	Students will have access to Flexible Ability Groups in ELA and Math. This will be manifested by the use of Walk to Learn and our Learning Center.	Low Income, Students with Disabilities, English Learners, All Students, Foster Youth		
1.1.4	Students will have access to Small Group Instruction, both ongoing and when needed as identified by individual student needs.	All Students		
1.1.5	CCSPP Strategy 1: Shared Commitment, Understanding, and Priorities and CCSPP Strategy 2: Centering Community-Based Learning: Students will have access to Tier II and/or Tier III Intervention as determined by individual student needs both during the school day (in the classroom and/or in the Learning Center) and after school, including tutoring by Nancy Cory staff and/or RISE Tutoring.	Students with Disabilities, Low Income, Foster Youth, English Learners, All Students	\$25,000 \$10,000 \$7,000	Title 1 Account Code: 1000–1999 Certificated Personnel Salaries LCFF - Base Account Code: 4000–4999 Books and Supplies Title 1 Account Code: 2000–2999 Classified Personnel Salaries

1.1.6	Implementation and support of ViewSonics, Chromebooks, and other technology to better enable all students access to the curriculum.	All Students	\$20,000	LCFF - Base Account Code: 4000–4999 Books and Supplies
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Annual Review

SPSA Year Reviewed: 2025-2026

Respond to the following prompts relative to this goal. If the school is in the first year of implementing the goal, an analysis is not required, and this section may be left blank and completed at the end of the year after the plan has been executed.

Analysis

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

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

Teachers are consistently providing standards-aligned instruction across content areas, and professional learning opportunities such as Instructional Rounds and peer observations have strengthened instructional practices and collaboration among staff. This has increased teacher efficacy and contributed to improved student engagement and academic outcomes.

Research-based engagement strategies, including Teacher Clarity and Universal Design for Learning, are helping students better understand learning targets and access instruction in multiple ways. As a result, students are more actively engaged in lessons and demonstrating greater confidence and participation in the classroom.

Flexible Ability Groups in ELA and Math, including Walk to Learn and support through the Learning Center, are allowing instruction to be more closely aligned to student readiness levels. This targeted approach has helped students receive instruction that meets their individual needs and promotes academic growth.

Small Group Instruction is effectively supporting differentiated learning by providing targeted instruction based on ongoing assessment data and individual student needs. Students are benefiting from additional opportunities for practice, reteaching, and enrichment in a more supportive setting.

Tier II and Tier III interventions during and after the school day, including tutoring support from staff and RISE Tutoring, are providing students with timely and focused academic assistance. These interventions are helping close learning gaps while reinforcing the school's commitment to supporting the whole child through community-based learning and shared responsibility for student success.

The implementation of ViewSonics, Chromebooks, and other instructional technology has increased student access to curriculum resources and interactive learning opportunities. Teachers are able to incorporate engaging digital tools into instruction, which has enhanced participation, collaboration, and accessibility for all learners.

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

There were no major differences between intended implementation and budgeted expenditures other than when there were budget adjustments made by district folks.

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.

No major changes in this goal (with strategies) other than changes in distance from standard goal adjustments.

Goal 1.2

Goal #	Description
Goal 1.2	By June 2027, 75% of K-2 students will demonstrate "At" or "Above" benchmark in their Dibels EOY Assessment.

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.

Nancy Cory School needs a comprehensive professional development program that includes UDL strategy and implementation, math standards alignment training for grades 3-5, writing instruction, reading support for grades K-2 and intervention (incorporating approaches like the Science of Reading), and the establishment of a culture of literacy for grades 3-5.

There is a need for systematic whole group phonics instruction for K-2.

There is a need to continue to train staff and implement Universal Design for Learning strategies.

There is a need for teachers to collaborate and calibrate on standards aligned instruction.

There is a need for consistent use of Teacher Clarity in the classroom.

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

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

Strategies/Activities Table

Strategy/Activity #	Description	Students to be Served	Proposed Expenditures	Funding Source(s)
1.2.1	Implement a daily phonics instruction block for K-2 students, ensuring that all teachers follow a structured phonics and phonemic awareness curriculum.	Students with Disabilities, Low Income, Foster Youth, English Learners, All Students		

1.2.2	Teachers use formative assessments to monitor student progress in ELA and adjust instruction as needed to address specific gaps.	Foster Youth, Students with Disabilities, Low Income, All Students, English Learners		
1.2.3	Teachers use formative assessments to monitor student progress in math instruction as needed to address specific gaps.	All Students	\$12,514	LCFF S/C

Annual Review

SPSA Year Reviewed: 2025-2026

Respond to the following prompts relative to this goal. If the school is in the first year of implementing the goal, an analysis is not required, and this section may be left blank and completed at the end of the year after the plan has been executed.

Analysis

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

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

The implementation of a daily phonics instruction block in grades K-2 has strengthened students' foundational literacy skills by providing consistent and systematic instruction in phonics and phonemic awareness. Teachers are seeing improved decoding, fluency, and early reading confidence as students engage in structured, standards-aligned lessons each day.

Teachers are effectively using formative assessments in ELA to identify student strengths and areas of need in a timely manner. This ongoing monitoring allows instruction and interventions to be adjusted quickly, resulting in more targeted support and improved student progress in reading and writing skills.

In mathematics, formative assessments are helping teachers better understand student misconceptions and learning gaps throughout instruction. By using assessment data to guide reteaching, small groups, and differentiated instruction, students are receiving more responsive support and demonstrating growth in mathematical understanding and problem-solving skills.

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

There were no major differences between intended implementation and budgeted expenditures other than when there were budget adjustments made by district folks.

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.

No major changes in this goal (with strategies) other than changes in distance from standard goal adjustments.

Goal 1.3

Goal #	Description
Goal 1.3	EL Students will show a 15 point increase in points below standard on their CAASPP scores. Increase in ELPAC Scores: Level 3 (Moderately Developed) - 45% Increase in ELPAC Scores: Level 4 (Well Developed) 20%

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.

There is a need to intervention (tier II) in the classroom via small group instruction as needed.

There is a need for Tier III intervention for 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
CAASPP ELA- EL CAASPP Math- EL ELPAC	CAASPP ELA- EL-51.3 points below standard (yellow) CAASPP Math- EL- 68.9 points below standard (yellow) Level 1 (Minimally Developed) - 13.72% Level 2 (Somewhat Developed) - 35.3% Level 3 (Moderately Developed) - 39.2% Level 4 (Well Developed) - 11.8%	CAASPP ELA- EL- 35 points below standard (yellow) CAASPP Math- EL- 53 points below standard (yellow) Level 1 (Minimally Developed) - 10% Level 2 (Somewhat Developed) - 25% Level 3 (Moderately Developed) - 45% Level 4 (Well Developed) 20%

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

Strategies/Activities Table

Strategy/ Activity #	Description	Students to be Served	Proposed Expenditures	Funding Source(s)
1.3.1	<p>EL Students will receive instruction for 30 minutes daily during Designated Learning Time.</p> <p>Provide instructional assistants to support the needs of English learners to increase language development(EL)</p> <p>Provide PD to teachers and administrators on how to provide targeted ELD instruction during Walk to Learn that is differentiated by LPAC level.</p> <p>Teachers will use SDAIE strategies, GLAD and AVID strategies.</p> <p>Teachers will receive professional development in analyzing and monitoring the assessment results for EL students and reclassified EL students.</p> <p>Teachers will receive PD on how to analyze assessment data in PLCs in order to differentiate instruction throughout the learning day by ELPAC level.</p> <p>EL Students will have access to after school tutoring in math and language arts.</p> <p>Teachers will use Summit K-12.</p>	English Learners	\$10,000	<p>Title 1</p> <p>Account Code: 1000–1999</p> <p>Certificated Personnel Salaries</p>

Annual Review

SPSA Year Reviewed: 2025-2026

Respond to the following prompts relative to this goal. If the school is in the first year of implementing the goal, an analysis is not required, and this section may be left blank and completed at the end of the year after the plan has been executed.

Analysis

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

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

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

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.

Goal 2.1

Goal #	Description
Goal 2.1	Annual Measurable Outcomes:

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.

There is a need to continue to train staff and implement Universal Design for Learning strategies.

There is a need for communicating key components of student learning with parents (SBG Report Card Information and Parent Resources). CCSPP

There is a need for more effective modes of communication with parents.

There is a need for addressing Chronic Absences.

There is a need for addressing Tardies.

There is a need to address positive student interaction with each other.

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
ELPAC	Level 1 (Minimally Developed) - 15.2% Level 2 (Somewhat Developed) - 13.6% Level 3 (Moderately Developed) - 58.1% Level 4 (Well Developed) - 12.1%	Level 1 (Minimally Developed) - 15% Level 2 (Somewhat Developed) - 13% Level 3 (Moderately Developed) - 55% Level 4 (Well Developed) - 17%
iReady ALL - Reading English Language Learners Foster Homeless SED	49% proficient 26% proficient 27% proficient 37% proficient 45% proficient	55% proficient 33% proficient 33% proficient 40% proficient 50% proficient
Student Youth Truth - Academic Rigor English Language Learners African American Foster Homeless	Site Average - 2.51 2.52 2.52 2.59 2.64	Site Average - 3.00 3.00 3.00 3.00 3.00

Student Youth Truth - Instructional Methods English Language Learners African American Foster Homeless	Site Average - 2.60 2.62 2.66 2.78 2.83	Site Average - 3.00 3.00 3.00 3.00 3.00
Youth Truth "Belonging"	2.35	2.75
Youth Truth "Relationships"	2.72	3.00
Attendance Chronic Absenteeism	92.3% 30.9% (yellow)	94% 25%
Suspension Data	2.8% (orange)	2.0%

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

Strategies/Activities Table

Strategy/ Activity #	Description	Students to be Served	Proposed Expenditures	Funding Source(s)
2.1.1	Nancy Cory School will provide all students access to social emotional learning supports to address social emotional needs.	Students with Disabilities, Low Income, Foster Youth, English Learners, All Students		

2.1.2	CCSPP Strategy 5 Strategic Community Partnerships: Nancy Cory School will provide students with access to Positive Behaviors (PBIS), AVCUF Mentoring and Elevo Mentoring to support student behavioral and Socially Emotionally and to build a positive culture.	Students with Disabilities, Low Income, Foster Youth, English Learners, All Students	<p>\$33,000</p> <p>\$108,000</p> <p>\$15,000</p>	<p>Title 1 Account Code: 5000–5999 Services and Other Operating Expenditures</p> <p>California Community Schools Partnership Program Account Code: 5000–5999 Services and Other Operating Expenditures</p> <p>LCFF - Base Account Code: 4000–4999 Books and Supplies</p>
2.1.3	Nancy Cory School will continue to implement MTSS and UDL for academic, behavioral, and social emotional development for all students.	Low Income, Foster Youth, All Students, English Learners	\$30,000	Title 1 Account Code: 1000–1999 Certificated Personnel Salaries
2.1.4	CCSPP Strategy 2: Centering Community-Based Learning: Nancy Cory School will continue to develop programs to enhance onsite learning to include Extended Learning Opportunities, before and/or after school programs, as well as weekend and intercession programs to support low-income, foster, and English language learners.	Students with Disabilities, Low Income, English Learners, Foster Youth, All Students	<p>\$20,000</p> <p>\$10,000</p> <p>\$9,776</p>	<p>Title 1 Account Code: 1000–1999 Certificated Personnel Salaries</p> <p>Title 1 Account Code: 4000–4999 Books and Supplies</p> <p>LCFF S/C Account Code: 2000–2999 Classified Personnel Salaries</p>

2.1.5	CCSPP Strategy 3: Collaborative Leadership: Nancy Cory School will continue to focus on Increased Family Engagement and support families' increased capacity to meet the academic and social emotional needs of low-income students through programs and supports and enhanced opportunities for engagement at the school site.	Students with Disabilities, Low Income, Foster Youth, All Students, English Learners	<p>\$8,000</p> <p>\$10,000</p> <p>\$50,000</p> <p>\$6,957.80</p>	<p>Title 1 Account Code: 4000–4999 Books and Supplies</p> <p>Title 1 Account Code: 2000–2999 Classified Personnel Salaries</p> <p>California Community Schools Partnership Program Account Code: 5000–5999 Services and Other Operating Expenditures</p> <p>California Community Schools Partnership Program</p>
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Annual Review

SPSA Year Reviewed: 2025-2026

Respond to the following prompts relative to this goal. If the school is in the first year of implementing the goal, an analysis is not required, and this section may be left blank and completed at the end of the year after the plan has been executed.

Analysis

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

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

Nancy Cory School is successfully providing students with access to social emotional learning supports that help students build self-awareness, self-regulation, and positive relationship skills. These supports are contributing to a more positive school climate and helping students feel safe, connected, and ready to learn.

Through PBIS, AVCUF Mentoring, and Elevo Mentoring, students are receiving consistent behavioral and social emotional support both in and outside of the classroom. These strategic community partnerships are helping strengthen positive student behaviors, increase student engagement, and foster a culture of encouragement and belonging across the school campus.

The continued implementation of MTSS and UDL is supporting the academic, behavioral, and social emotional development of all students by providing multiple pathways for learning and targeted interventions when needed. This framework allows staff to better address diverse student needs while promoting equitable access to instruction and support services.

Expanded learning opportunities, including before and after school programs, weekend programs, and intersession supports, are providing students with additional academic enrichment and intervention opportunities beyond the regular school day. These programs are especially benefiting low-income students, foster youth, and English learners by increasing access to supportive learning environments and helping close opportunity gaps.

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

There was no major difference between intended implementation and budgeted expenditures.

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.

The only changes to this goal was with targets in regards to distance from standard.

Goal 2.2

Goal #	Description
Goal 2.2	By June 2027, Nancy Cory will see an increase the percentage of students who report positive interactions ("Are Students Friendly to You?") with peers from 36% to 50% as measured by the Youth Truth Survey.

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.

There is a need for addressing Chronic Absences.

There is a need for addressing Tardies.

There is a need to address positive student interaction with each other.

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
Youth Truth "Belonging" Youth Truth "Relationships"	2.35 2.72	2.75 3.00

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

Strategies/Activities Table

Strategy/Activity #	Description	Students to be Served	Proposed Expenditures	Funding Source(s)
2.2.1	Incorporate social-emotional learning (SEL) lessons into the weekly curriculum that focus on empathy, respect, and kindness. The Counselor, teachers and staff will use role-playing and group discussions to reinforce these concepts.	Students with Disabilities, Low Income, Foster Youth, English Learners, All Students		

2.2.2	Establish a 'Kindness Campaign' where students are encouraged to perform acts of kindness and recognize peers who demonstrate respectful behavior. This could include a 'Kindness Wall' where students post notes of appreciation for each other.	All Students, English Learners, Foster Youth, Low Income, Students with Disabilities	\$2,000	LCFF S/C Account Code: 4000–4999 Books and Supplies
2.2.3	Nancy Cory Students will have access to Visual and Performing Arts opportunities, including, but not limited to Art, Drama, Music and Dance. Students will also have the opportunity to be involved in supporting these areas as a member of a Stage Crew.	All Students	<p>\$91,695</p> <p>\$143,365</p> <p>\$120,000</p>	<p>Prop 28: Arts & Music in Schools 20% Account Code: 4000–4999 Books and Supplies</p> <p>Prop 28: Arts & Music in Schools 80% - Employment Account Code: 1000–1999 Certificated Personnel Salaries</p> <p>Prop 28: Arts & Music in Schools 80% - Employment Account Code: 5000–5999 Services and Other Operating Expenditures</p>

Annual Review

SPSA Year Reviewed: 2025-2026

Respond to the following prompts relative to this goal. If the school is in the first year of implementing the goal, an analysis is not required, and this section may be left blank and completed at the end of the year after the plan has been executed.

Analysis

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

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

Nancy Cory School is successfully providing students with access to social emotional learning supports that help students build self-awareness, self-regulation, and positive relationship skills. These supports are contributing to a more positive school climate and helping students feel safe, connected, and ready to learn.

Through PBIS, AVCUF Mentoring, and Elevo Mentoring, students are receiving consistent behavioral and social emotional support both in and outside of the classroom. These strategic community partnerships are helping strengthen positive student behaviors, increase student engagement, and foster a culture of encouragement and belonging across the school campus.

The continued implementation of MTSS and UDL is supporting the academic, behavioral, and social emotional development of all students by providing multiple pathways for learning and targeted interventions when needed. This framework allows staff to better address diverse student needs while promoting equitable access to instruction and support services.

Expanded learning opportunities, including before and after school programs, weekend programs, and intersession supports, are providing students with additional academic enrichment and intervention

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

There was no major difference between intended implementation and budgeted expenditures other than adjustments made by the district.

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 will continue to use the current strategies as we are seeing success with what we are doing thus far.

Goal 2.3

Goal #	Description
Goal 2.3	CCSPP Strategy 4: Sustaining Staff and Resources. Reduce the chronic absence rate from 25.3% to 20.0% by June 2026

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.

There is a need for more effective modes of communication with parents.

There is a need for addressing Chronic Absences.

There is a need for addressing Tardies.

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
Chronic Absenteeism Data	25.3%	20.0%

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

Strategies/Activities Table

Strategy/Activity #	Description	Students to be Served	Proposed Expenditures	Funding Source(s)
2.3.1	CCSPP Strategy 3 Collaborative Leadership: Implement a school-wide attendance awareness campaign to educate students and parents about the importance of regular attendance. This could include monthly newsletters, attendance challenges, and recognition for improved attendance.	All Students, English Learners, Foster Youth, Low Income, Students with Disabilities	\$8,000	LCFF S/C Account Code: 4000-4999 Books and Supplies
2.3.2	Conduct regular attendance meetings with parents of students who are chronically absent to discuss barriers to attendance and develop individualized action plans to improve attendance.	All Students, Students with Disabilities, Low Income, English Learners, Foster Youth		

2.3.3	Utilize data tracking systems to monitor attendance patterns and identify students at risk of chronic absence early in the school year, allowing for timely interventions.	Students with Disabilities, Low Income, Foster Youth, English Learners, All Students		
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Annual Review

SPSA Year Reviewed: 2025-2026

Respond to the following prompts relative to this goal. If the school is in the first year of implementing the goal, an analysis is not required, and this section may be left blank and completed at the end of the year after the plan has been executed.

Analysis

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

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

The school-wide attendance awareness campaign has helped increase student and parent understanding of the importance of regular school attendance. Monthly communication, attendance incentives, and recognition programs have encouraged improved attendance habits and contributed to a more positive culture around being present and engaged at school.

Regular attendance meetings with families of chronically absent students are helping strengthen home-school partnerships and identify barriers impacting attendance. By working collaboratively with families to develop individualized action plans, the school has been able to provide targeted support and improve student attendance outcomes.

The use of data tracking systems has allowed staff to identify attendance concerns early and respond with timely interventions before patterns become more severe. Ongoing monitoring of attendance data has improved communication among staff and supported more proactive efforts to reduce chronic absenteeism.

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

There was no major difference between intended implementation and budgeted expenditures other than adjustments made by the district.

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 will continue to use the current strategies as we are seeing success with what we are doing thus far.

Goal 2.4

Goal #	Description
Goal 2.4	Increase student engagement and connection to school to reduce chronic absences by June 2027

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.

There is a need to continue to train staff and implement Universal Design for Learning strategies.

There is a need for consistent use of Teacher Clarity in the classroom.

There is a need to address positive student interaction with each other.

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
State Dashboard Chronic Absenteeism Data Youth Truth Data ("Do you Feel Like You Are an Important Part of Your School?")	25.3% 36%	20.0% 50%

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

Strategies/Activities Table

Strategy/ Activity #	Description	Students to be Served	Proposed Expenditures	Funding Source(s)
2.4.1	Implement engaging extracurricular activities and clubs that cater to diverse student interests, encouraging students to feel more connected to the school community.	Students with Disabilities, Low Income, All Students, English Learners, Foster Youth	\$30,000 \$10,000 \$5,000	Title 1 Account Code: 1000–1999 Certificated Personnel Salaries Title 1 Account Code: 2000–2999 Classified Personnel Salaries Title 1 Account Code: 4000–4999 Books and Supplies
2.4.2	CCSPP Strategy 4: Sustaining Staff and Resources: Provide ongoing professional development for teachers on creating inclusive and engaging classroom environments that motivate students to attend school regularly.	Students with Disabilities, Low Income, Foster Youth, English Learners, All Students	\$22,918	Title 1 Account Code: 1000–1999 Certificated Personnel Salaries

Annual Review

SPSA Year Reviewed: 2025-2026

Respond to the following prompts relative to this goal. If the school is in the first year of implementing the goal, an analysis is not required, and this section may be left blank and completed at the end of the year after the plan has been executed.

Analysis

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

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

Implement engaging extracurricular activities and clubs that cater to diverse student interests, encouraging students to feel more connected to the school community.

CCSPP Strategy 4: Sustaining Staff and Resources: Provide ongoing professional development for teachers on creating inclusive and engaging classroom environments that motivate students to attend school regularly.

Briefly describe any major differences between the intended implementation and/or the budgeted expenditures to implement the strategies/activities to meet the

articulated goal.

There was no major difference between intended implementation and budgeted expenditures other than adjustments made by the district.

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 will continue to use the current strategies as we are seeing success with what we are doing thus far.

Goal 2.5

Goal #	Description
Goal 2.5	By June, 2027, Nancy Cory will see an increase the percentage of parents who feel engaged and empowered in decision making from 81% to 90% and know that their child is getting a high-quality education will increase from 72% to 80%.

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.

There is a need for addressing Chronic Absences.

There is a need to address positive student interaction with each other.

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
Youth Truth Parent Data: "High Quality Education": "Engaged and Empowered in Decision Making":	3.86 (66%) 3.70 (53%)	4.25 (80%) 4.25 (75%)

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

Strategies/Activities Table

Strategy/Activity #	Description	Students to be Served	Proposed Expenditures	Funding Source(s)
2.5.1	CCSPP Strategy 3: Collaborative Leadership: Host monthly parent workshops to address identified parent needs.	Students with Disabilities, Low Income, Foster Youth, All Students, English Learners	\$10,000 \$5,000	Title 1 Account Code: 2000–2999 Classified Personnel Salaries Title 1 Account Code: 4000–4999 Books and Supplies

Annual Review

SPSA Year Reviewed: 2025-2026

Respond to the following prompts relative to this goal. If the school is in the first year of implementing the goal, an analysis is not required, and this section may be left blank and completed at the end of the year after the plan has been executed.

Analysis

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

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

Monthly parent workshops focused on the standards-based grading (SBG) report card are helping families better understand student progress and academic expectations. These workshops have strengthened communication between home and school while providing parents with practical strategies and resources to support learning at home.

The dedicated section on the school website with videos, guides, and SBG resources has increased accessibility for families seeking information about standards-based grading and student support strategies. Providing families with easy access to these materials has improved parent understanding, encouraged ongoing engagement, and strengthened partnerships in supporting student achievement.

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

We will not be doing as much with SBG this year as that has been fully implemented and has been successful. Parents don't seem to have as many questions regarding this any more.

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 will continue to add information to the website this year.

Goal 2.6

Goal #	Description
Goal 2.6	By June 2027, Nancy will see an increase parent participation in school events related to student learning as measured by event attendance records.

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.

There is a need for communicating key components of student learning with parents (SBG Report Card Information and Parent Resources). CCSP

There is a need for more effective modes of communication with parents.

There is a need for addressing Chronic Absences.

There is a need for addressing Tardies.

There is a need to address positive student interaction with each other.

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

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

Strategies/Activities Table

Strategy/ Activity #	Description	Students to be Served	Proposed Expenditures	Funding Source(s)
2.6.1	Organize quarterly family learning nights where parents and students engage in interactive activities that demonstrate key learning concepts.	Students with Disabilities, Low Income, English Learners, Foster Youth, All Students	\$20,000 \$5,000	Title 1 Account Code: 2000–2999 Classified Personnel Salaries Title 1 Account Code: 4000–4999 Books and Supplies
2.6.2	CCSPP Strategy 3: Collaborative Leadership: Nancy Cory will continue to facilitate parent ambassador and Parent Leadership programs where selected parents reach out to other parents to encourage participation in school events.	Students with Disabilities, Low Income, Foster Youth, English Learners, All Students	\$10,000 \$2,000	Title 1 Account Code: 2000–2999 Classified Personnel Salaries Title 1 Account Code: 4000–4999 Books and Supplies

Annual Review

SPSA Year Reviewed: 2025-2026

Respond to the following prompts relative to this goal. If the school is in the first year of implementing the goal, an analysis is not required, and this section may be left blank and completed at the end of the year after the plan has been executed.

Analysis

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

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

Quarterly family learning nights are successfully increasing family engagement by providing interactive opportunities for parents and students to learn together and explore key academic concepts in a supportive environment. These events are strengthening the connection between home and school while helping families better understand classroom learning and strategies they can use to support students at home.

The Parent Ambassador and Parent Leadership programs are helping build stronger relationships between the school and families by encouraging parent-to-parent outreach and communication. These programs have increased participation in school events and activities while fostering a more inclusive and collaborative school community.

Briefly describe any major differences between the intended implementation and/or the budgeted expenditures to implement the strategies/activities to meet the

articulated goal.

There was no major difference between intended implementation and budgeted expenditures other than adjustments made by the district.

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 will continue to use the current strategies as we are seeing success with what we are doing thus far. We will continue to have family nights and parent leadership opportunities.

Goal 2.7

Goal #	Description
Goal 2.7	By June 2027, 90% of teachers will effectively implement Universal Design for Learning (UDL) strategies in their classrooms, as measured by classroom observations and teacher self-assessments.

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.

There is a need to continue to train staff and implement Universal Design for Learning strategies.

There is a need for teachers to collaborate and calibrate on standards aligned instruction.

There is a need for consistent use of Teacher Clarity in the classroom.

There is a need to address positive student interaction with each other.

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
Classroom Walkthroughs Teacher Self-Assessments	TBD	TBD

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

Strategies/Activities Table

Strategy/Activity #	Description	Students to be Served	Proposed Expenditures	Funding Source(s)
2.7.1	CCSPP Strategy 4: Sustaining Staff and Resources: Conduct monthly professional development sessions focused on Universal Design for Learning (UDL) principles and strategies, ensuring all teachers have a clear understanding of how to apply them in their classrooms.	Students with Disabilities, Low Income, English Learners, All Students, Foster Youth		

2.7.2	Establish a peer observation and feedback system where teachers can observe each other's classrooms to see UDL strategies in action and provide constructive feedback.	Students with Disabilities, Low Income, Foster Youth, English Learners, All Students		
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Annual Review

SPSA Year Reviewed: 2025-2026

Respond to the following prompts relative to this goal. If the school is in the first year of implementing the goal, an analysis is not required, and this section may be left blank and completed at the end of the year after the plan has been executed.

Analysis

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

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

Monthly professional development sessions focused on Universal Design for Learning (UDL) are helping teachers strengthen their understanding of how to provide multiple means of engagement, representation, and expression for all learners. As teachers apply these strategies consistently in the classroom, students are demonstrating increased access to instruction, participation, and academic success.

The peer observation and feedback system has fostered greater collaboration and professional growth among teachers by allowing staff to observe effective UDL practices in action. These opportunities for reflection and constructive feedback are helping teachers refine instructional strategies and build a stronger culture of continuous improvement across the school.

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

There was no major difference between intended implementation and budgeted expenditures other than adjustments made by the district.

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.

No Major changes, we will continue to focus on UDL development and MTSS implementation processes.

Goal 3.1

Goal #	Description
Goal 3.1	

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.

There is a need for addressing Chronic Absences.

There is a need for addressing Tardies.

There is a need to address positive student interaction with each other.

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 #	93%	94%
Chronic Absenteeism	25.3%	20.0%
Youth Truth Student Data ("Do you feel safe at school?")	2.54	3.00

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

Strategies/Activities Table

Strategy/ Activity #	Description	Students to be Served	Proposed Expenditures	Funding Source(s)
3.1.1	Attendance Monitoring: Nancy Cory School will address issues surrounding chronic absenteeism and will ensure a rapid response to chronic absenteeism through a monitoring system to support the identification of chronically absent students.	All Students, English Learners, Foster Youth, Low Income, Students with Disabilities		
3.1.2	Attendance Incentives: Nancy Cory School will work with school staff, families and students to determine adequate attendance incentives for students to ensure students have at least 95% attendance.	Low Income, Foster Youth		
3.1.3	CCSPP Strategy 4: Sustaining Staff and Resources: Counselor(s), certificated staff, and administrators will support Nancy Cory students and families to ensure increased safety. They will receive appropriate staff development to ensure success with this strategy.	Students with Disabilities, Low Income, Foster Youth, English Learners, All Students		
3.1.4	Ensure Maintenance and Indirect Services to support the learning environment.	All Students	\$3,444	LCFF - Base Account Code: 4000-4999 Books and Supplies

Annual Review

SPSA Year Reviewed: 2025-2026

Respond to the following prompts relative to this goal. If the school is in the first year of implementing the goal, an analysis is not required, and this section may be left blank and completed at the end of the year after the plan has been executed.

Analysis

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

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

The school's attendance monitoring system is helping staff identify students at risk of chronic absenteeism early and respond quickly with targeted supports and interventions. This proactive approach has improved communication with families and increased opportunities to address attendance barriers before they become long-term concerns.

Attendance incentives developed collaboratively with staff, families, and students are helping promote positive attendance habits and encouraging students to strive for at least 95% attendance. Recognition and incentive programs have contributed to increased student motivation, improved attendance awareness, and a

stronger culture of accountability around school attendance.

Counselors, certificated staff, and administrators are working collaboratively to provide students and families with social emotional, behavioral, and safety supports that promote a positive learning environment. Ongoing professional development is ensuring staff members are equipped with effective strategies and resources to support student well-being and maintain a safe, supportive school culture.

Continued maintenance and indirect services are effectively supporting a clean, safe, and well-maintained learning environment for students and staff. These supports contribute to a positive school climate where students feel comfortable, secure, and ready to engage in learning each day.

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

There will not be any major differences between intended implementation and budgeted expenditures other than when adjustments are made by district budget allotments.

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 will continue to strive to increase attendance and decrease chronic absenteeism. We also will analyze data on a weekly basis.

Budget Summary

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

Budget Summary Table

Description	Amount
Total Funds Provided to the School Through the ConApp	\$282,918.00
Total Federal Funds Provided to the School from the LEA for CSI	
Total Funds Budgeted for Strategies to Meet the Goals in the SPSA	\$908,669.80

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 1	\$282,918.00
Comprehensive Support and Improvement (CSI)	\$0.00
Title I Centralized Services	\$0.00

Subtotal of additional federal funds included for this school: \$282,918.00

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 (\$)
LCFF S/C	\$42,290.00
LCFF - Base	\$63,444.00
California Community Schools Partnership Program	\$164,957.80
Prop 28: Arts & Music in Schools 20%	\$52,598.80
Prop 28: Arts & Music in Schools 80% - Employment	\$210,395.20
Equity Multiplier	\$0.00

Unrestricted State Lottery	\$0.00
ELO-P	\$0.00
Donations	\$0.00

Subtotal of state or local funds included for this school: \$533,685.80

Total of federal, state, and/or local funds for this school: \$816,603.80

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
Alma Rios	ELAC

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 04/15/2026.

Attested:

Principal, David Denning on 04/15/2026

SSC Chairperson, Briana Caldwell on 04/15/2026