



## 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
Mariposa Elementary	6014716	04/21/2026	06/16/2026

## Plan Description

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

Mariposa Computer Science Magnet School's school plan effectively meets ESSA requirements by focusing on high academic standards, accountability, equity, and parent/community engagement. Our plan ensures all students will experience success, while building upon the staff's skills.

## 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

Mariposa Computer Science Magnet School values the involvement of staff, parents, and the community in developing and implementing programs and services that support student success.

Our Instructional Leadership Team (ILT), which includes teacher-leaders, the instructional coach, and the school counselor, plays a key role in establishing school goals and instructional priorities. The PBIS Leadership Team contributes to the development of positive behavioral supports and provides input for the climate section of this plan. The Technology Leadership Team helps shape our school's focus on integrating computer science to enhance academic achievement.

Additionally, we actively engage with the School Site Council (SSC), English Language Advisory Committee (ELAC), African American Advisory Committee (AAAC), and other community stakeholders. Their input ensures that our plan effectively supports both the academic and social-emotional success of all students.

# 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 LANCS 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><b>Priority 1:</b> 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"> <li>• CAASPP and i-Ready Diagnostic Assessments to evaluate students’ academic achievement</li> <li>• YouthTruth Survey results to assess school climate, student engagement, and social-emotional development</li> <li>• Multiple behavioral outcome measures, including attendance rates, chronic absenteeism, and suspension/ expulsion rates</li> </ul>

**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.

- Success will be determined by:
- 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

**Priority 3:** Building the capacity of educators and staff to meet students' academic and developmental needs through a Multi-tiered System of Supports (MTSS).

Success will be determined by reviewing teacher and staff surveys, such as the YouthTruth and other site-specific surveys.

**Priority 4:** Enhancing and expanding access to after-school, intersession, and summer learning opportunities to complement in-school instruction.

- Success will be determined by:
- 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	YES
Academic Support (tutoring, specialist, etc.)	YES
Counseling/Wellness Center	YES
Multi-Tiered System of Supports (MTSS)	YES
Coordination of Services Team (COST Team)	YES
Before School (times/services)	YES
After School (times/services)	YES
Summer/Intersession Programs	YES

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.)	YES
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.)	YES
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.

**Mariposa Computer Science Magnet School is committed to embedding the Overarching Values of equity, whole-child education, shared power, and culturally responsive practices into every stage of our community schools work.**

**We began by co-creating a shared vision through our Needs and Assets Assessment, ensuring all interest-holders—especially historically marginalized groups—had voice and representation. This vision is revisited regularly in stakeholder meetings to keep our priorities aligned with these core values.**

**To ensure equity and whole-child focus, we are expanding access to mental health support, academic interventions, and wraparound services through a strengthened COST team and MTSS framework. Our professional development includes training in trauma-informed care, restorative practices, and culturally sustaining pedagogy, ensuring staff are equipped to meet the needs of all students.**

**We foster shared power through our Family Advisory Council, student panels, and inclusive site governance structures that promote transparency and collaboration in decision-making.**

**Our developmental plan includes ongoing reflection and data analysis to measure whether our actions uphold these values. As we grow, we will deepen family and community partnerships, elevate student voice, and embed these values into our SPSA and long-term planning documents to ensure sustainability.**

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

**Mariposa CSMS engages historically marginalized students and families by removing barriers to participation and ensuring their voices shape school priorities. We provide multilingual communication, interpreters at meetings, and translated surveys to increase accessibility.**

**We host culturally inclusive events and focus groups to gather authentic feedback and build trust. Advisory groups, such as our Family Advisory Council and student leadership panels, include representation from English Learners, foster youth, students with disabilities, and socioeconomically disadvantaged families.**

**Additionally, our COST team works directly with these students to coordinate academic, social-emotional, and basic needs supports. We continuously reflect on engagement data to improve inclusion, responsiveness, and equity in decision-making.**

**PART C: GOALS AND ACTIONS:**

Please describe the top three goals for your community schools' initiative based on your Needs and Assets Assessment 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 to meet this goal.
<p><b>Goal 1:</b> For the 2026–2027 school year, Mariposa Computer Science Magnet School will strengthen school climate by increasing the percentage of students, staff, and families who report a strong sense of belonging and feeling</p>	YES	<p>Mariposa Computer Science Magnet School developed its School Climate goal through a comprehensive Needs and Assets Assessment that included YouthTruth surveys, Capturing Kids’ Hearts (CKH) surveys, attendance data, behavior data,</p>	<p>During the 2025–2026 school year, Mariposa Computer Science Magnet School implemented several actions to strengthen school climate. The school continued and expanded PBIS systems, including Monarch Money, to reinforce positive behavior and recognize students for meeting expectations. Restorative practices and Community Circles were consistently used to address conflict, build relationships, and promote accountability among students. The school strengthened MTSS processes to provide targeted behavioral and social-emotional supports, ensuring students</p>

<p>seen and heard, as measured by the YouthTruth and Capturing Kids' Hearts (CKH) surveys. Mariposa CSMS will improve positive responses in identified school climate indicators by at least 10% from the 2025–2026 baseline results by May 2027.</p>		<p>and stakeholder input from staff, students, and families. This process identified key strengths, including strong staff-student relationships and existing PBIS and restorative practices, as well as areas for growth such as chronic absenteeism, peer relationships, and consistency of behavioral expectations.</p>	<p>received the interventions needed to remain successful in the classroom. Staff engaged in ongoing professional learning focused on relationship-centered practices and consistent implementation of behavior expectations across all settings. Additionally, Mariposa utilized YouthTruth and Capturing Kids' Hearts (CKH) survey data, along with attendance and behavior data, to monitor progress and make adjustments. Increased family communication and outreach were also prioritized to support attendance and strengthen connections between home and school, contributing to a more positive and supportive school environment.</p>
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<p><b>Goal 2:</b> For the 2026–2027 school year, Mariposa Computer Science Magnet School will strengthen family engagement and outreach by increasing family participation in parent advisory groups, school events, workshops, and other school activities by</p>	<p>YES</p>	<p>Mariposa Computer Science Magnet School developed its Family Engagement goal through a comprehensive Needs and Assets Assessment that included YouthTruth surveys, Capturing Kids’ Hearts (CKH) family surveys, attendance data, academic data, and input from families through SSC, ELAC, and school events. This process identified strong existing communication systems, including ParentSquare, newsletters, conferences, and family events, as key assets. At the same time, data revealed the need to strengthen two-way communication and increase engagement from families who may face barriers such as language, work schedules, or transportation. Attendance and academic data further highlighted the importance of deeper family partnership in supporting student</p>	<p>During the 2025–2026 school year, Mariposa Computer Science Magnet School implemented several actions to strengthen family engagement. The school maintained consistent communication with families through ParentSquare, newsletters, phone calls, and conferences to ensure families received timely and accessible information. Multiple family events were hosted, including Lunch on the Lawn, family resource events, and schoolwide activities, to increase opportunities for connection and involvement. Mariposa also continued to engage families through SSC and ELAC, providing opportunities for input and participation in school decision-making. Bilingual communication and outreach were prioritized to ensure accessibility for all families. In addition, the school utilized YouthTruth and Capturing Kids’ Hearts (CKH) survey data, along with attendance and academic data, to guide outreach efforts and strengthen the connection between home and school in support of student success.</p>
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<p>25% as measured through sign-in sheets, attendance records, and participation data collected throughout the school year.</p>		<p>success. As a result, the Family Engagement goal was developed to build on existing strengths while expanding outreach, increasing meaningful opportunities for family involvement, and strengthening partnerships between home and school to support student attendance, engagement, and achievement.</p>	
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<p><b>Goal 3:</b></p> <p>For the 2026–2027 school year, Mariposa Computer Science Magnet School will increase student academic achievement in English Language Arts and Mathematics by providing targeted interventions, differentiated instruction, and data-driven supports for all students. Success will</p>	<p>YES</p>	<p>Mariposa Computer Science Magnet School developed its Academic Achievement and Student Learning goal through a comprehensive Needs and Assets Assessment that included CAASPP results, iReady Diagnostics, DIBELS data, and input from staff through PLC+ and instructional leadership discussions. This process identified strong systems already in place, such as small-group instruction, data-driven planning, and collaborative teacher teams, as key assets. At the same time, the data revealed a significant number of students performing below grade level in English Language Arts and Mathematics, particularly among targeted student groups. These findings highlighted the need to strengthen Tier 1 instruction, increase the effectiveness and consistency of interventions, and</p>	<p>During the 2025–2026 school year, Mariposa Computer Science Magnet School implemented several actions to improve academic achievement and student learning. The school strengthened the use of data-driven instruction through regular analysis of iReady, DIBELS, and classroom assessment data during PLC+ and grade-level collaboration. Teachers implemented small-group instruction and targeted interventions to address specific student needs, with a focus on foundational literacy and mathematics skills. Intervention blocks and additional supports were used to provide more intensive instruction for students performing below grade level. The school also emphasized Teacher Clarity by reinforcing the use of Learning Intentions and Success Criteria to improve student understanding of learning goals. Instructional coaching and support were provided to help ensure consistent implementation of effective strategies across classrooms. Additionally, Mariposa continued integrating engaging learning opportunities, including computer science and hands-on activities, to increase student engagement and support deeper learning.</p>
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be measured by an increase of at least 30 points in both ELA and Mathematics on the California School Dashboard by the end of the 2026–2027 school year.		improve student engagement during the school day. As a result, the goal was developed to build on existing instructional systems while expanding differentiated instruction, intervention supports, and data-driven practices to improve overall student achievement and access to grade-level learning.	
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### 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)

Based on reflections from the 2025–2026 school year, Mariposa Computer Science Magnet School has made several adjustments to its goals, metrics, and actions for the upcoming 2026–2027 school year across all three focus areas: **school climate, family and community engagement, and academic achievement.**

For **Goal 1: School Climate**, data and implementation feedback showed that PBIS, restorative practices, and structured activities were effective in improving relationships and reducing behavioral incidents. However, inconsistencies in implementation across classrooms highlighted the need for greater fidelity. As a result, the school will strengthen expectations through additional staff professional development, clearer behavior systems, and more consistent monitoring of behavior and climate data.

For **Goal 2: Family and Community Engagement**, participation increased through school events and outreach efforts, but the school identified the need to engage a broader range of families, particularly those who do not regularly attend events. In response, the school will expand communication strategies, increase outreach to underrepresented families, and provide more varied opportunities for engagement, including smaller, targeted meetings and workshops.

For **Goal 3: Academic Achievement**, targeted interventions and data-driven instruction showed positive trends; however, progress was not consistent across all grade levels and student groups. Moving forward, the school will refine its use of assessment data, strengthen small-group instruction, and provide additional professional development focused on effective instructional strategies and intervention practices.

These adjustments reflect a continued commitment to continuous improvement by building on successful practices while addressing areas of need to better support all students.

## **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.

**Our goal is to ensure all educators at Mariposa CSMS build meaningful relationships with students and families and understand the foundations of community-based learning. To support this, we have taken the following action steps:**

- 1. Professional Development:** We provide training on culturally responsive teaching, restorative practices, and social-emotional learning to help educators understand students' lived experiences and community contexts.
- 2. Home-School Connections:** Staff are encouraged to conduct home visits or participate in community walk-throughs to deepen understanding of student backgrounds and build trust with families.
- 3. Collaborative Planning:** Teachers collaborate in professional learning communities (PLCs) to design lessons that reflect students' cultures, interests, and local issues, aligning with the principles of community-based learning.
- 4. Student and Family Voice:** Educators use student interest surveys and family interviews as tools to inform instruction and engagement strategies.
- 5. Ongoing Reflection:** Staff participate in regular data reviews and equity-focused discussions to reflect on student needs, adjust practices, and ensure alignment with community priorities.

**These efforts help create a school culture where learning is relevant, inclusive, and grounded in the strengths of our students and families.**

### **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 graphics):

**Mariposa CSMS operates with a collaborative, equity-centered governance model that promotes shared decision-making across stakeholder groups. Our site-level leadership structure includes the following key components:**

- **Community Schools Implementation Team:** Oversees the vision and implementation of the community schools strategy. Includes the principal, Community School Liaison, counselor, teachers, classified staff, family representatives, and community partners.
- **Family Advisory Council:** Provides input on school policies, family engagement strategies, and supports transparent communication between home and school.
- **Coordination of Services Team (COST):** Reviews data and coordinates academic, behavioral, and mental health supports for students. Includes support staff, interventionists, administration, and partner organizations.
- **Student Voice Committee:** Gathers and shares student perspectives on school climate, academics, and social needs to inform leadership decisions.
- **School Site Council (SSC), African American Advisory Committee (AAAC), and English Learner Advisory Committee (ELAC):** Engage in formal shared governance, reviewing data, school plans, and budgeting decisions.

**All teams report to the principal and meet regularly to share updates, align goals, and review progress. This structure ensures representation, accountability, and meaningful engagement from all interest-holders in shaping the school's direction.**

## **STRATEGY 4: SUSTAINING STAFF AND RESOURCES:**

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

**Mariposa CSMS is committed to sustaining the structures, partnerships, and practices developed through the CCSP grant beyond its funding period. Our sustainability plan includes the following key steps:**

- 1. Integration into School Plans: We are embedding community schools strategies into our School Plan for Student Achievement (SPSA), ensuring they become part of our long-term instructional and operational framework.**
- 2. Capacity Building: We are training staff, including teacher leaders and classified staff, in key components of community schools work (e.g., restorative practices, MTSS, and family engagement) to build internal leadership and reduce reliance on external providers.**
- 3. Diversifying Funding Sources: We are identifying and leveraging other funding streams such as Title I, Title III, and local partnerships (e.g., MOUs with mental health and academic support providers) to sustain key services and supports.**
- 4. Community and Partner Engagement: We continue to strengthen relationships with community-based organizations to co-develop services that are responsive and cost-effective. These partnerships are increasingly integrated into our operations and COST meetings.**
- 5. Monitoring and Advocacy: We are using data dashboards and stakeholder feedback to demonstrate impact, which we will use to advocate for continued district-level support and to pursue future grant opportunities.**

**These steps are helping us move from grant-dependent programming to a sustainable, school-wide model rooted in equity, collaboration, and student-centered support.**

## **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:

**Mariposa CSMS has developed partnerships that directly support the priorities identified through our Needs and Assets Assessment, including mental health access, academic support, and family engagement.**

**We have established partnerships with local mental health agencies to provide on-site counseling and screening services, aligned with stakeholder feedback on the need for emotional and behavioral health resources. These partners participate in our Coordination of Services Team (COST) meetings to ensure services are integrated and responsive to student needs.**

**We collaborate with academic support organizations to offer tutoring during and after school, particularly in reading and math—areas identified as top priorities by families and staff. These supports are monitored for effectiveness and adjusted as needed.**

**To enhance family engagement, we've partnered with community groups that offer parenting workshops, translation services, and support for navigating educational systems. These partners attend our Family Advisory Council meetings to stay aligned with family voice and adapt programming accordingly.**

**Future partnership plans include connecting with local colleges and workforce development organizations to support project-based learning and career pathways for our expanding middle school grades.**

**All partnerships are selected and evaluated based on their alignment with our shared vision: supporting the whole child through equitable, inclusive, and community-driven strategies. We ensure ongoing responsiveness by incorporating partner feedback into planning cycles and reviewing service outcomes with our leadership teams.**

## **Area of Need**

### **Academic Performance – Reading**

#### **CAASPP – Reading (Distance from Standard):**

- Overall: 88.1 points below standard
- English Learners: 79.6 points below standard
- Students with Disabilities: 160.4 points below standard
- African American: 115.8 points below standard
- Socio-Economically Disadvantaged: 89.8 points below standard

#### **i-Ready Reading Proficiency (At or Above Grade Level):**

- Overall: 25%
- African American: 21%
- English Learners: 16%
- Foster Youth: 14%

- Homeless: 16%
- Socio-Economically Disadvantaged: 23%
- Students with Disabilities: 12%

**DIBELS Benchmark (At or Above Benchmark):**

- Overall: 28%
- African American: 23%
- English Learners: 15%
- Socio-Economically Disadvantaged: 26%
- Students with Disabilities: 10%

**Academic Performance – Math**

**CAASPP – Math (Distance from Standard):**

- Overall: 119.3 points below standard
- English Learners: 113.9 points below standard
- Students with Disabilities: 168.6 points below standard
- African American: 144.1 points below standard

**i-Ready Math Proficiency (At or Above Grade Level):**

- Overall: 15%
- African American: 12%
- English Learners: 12%
- Foster Youth: 6%
- Homeless: 2%
- Socio-Economically Disadvantaged: 16%
- Students with Disabilities: 7%

**Student Support & Relationships**

**YouthTruth Student Survey:**

- "Does your teacher give you extra help if you need it?": 36% positive

### **School Climate & Culture**

#### **YouthTruth Staff Survey:**

- "My school runs smoothly": 55% positive

#### **YouthTruth Family Survey:**

- "I feel empowered to play a meaningful role in decision-making at my school": 64% positive

### **Key Areas of Need**

- Reading and math proficiency rates are significantly below standard across all student groups, with the most urgent needs seen in Students with Disabilities, English Learners, and African American students.
- Data-driven instruction and targeted interventions in both literacy and math are needed school-wide.
- Student support and connection to teachers need strengthening, particularly in terms of academic assistance.
- Operational consistency, school climate, and family engagement are key areas for continued growth to support a safe and supportive learning environment.

## **Areas of Progress**

### **Academic & Assessment Progress**

- English Learner Progress: increase of 10 points on CAASPP Math (CA Dashboard).
- Science proficiency increased by 3.6 points.

### **Attendance & Engagement**

- Chronic Absenteeism decreased by 6 percentage points, from 40.8% to 34.8%, reflecting increased efforts in student engagement (CA Dashboard).
- Suspension Rate decreased by 0.1 percentage points, from 0.3% to 0.2%, moving the school into the Green performance band on the Dashboard.

### **School Climate & Stakeholder Feedback (YouthTruth Survey)**

- "My child is safe from bullying during school." increased by 5%.
- "Do you feel safe on the playground." increased by 8%.
- "I understand my school's goals." increased by 4% (to 100%)

- "My school communicates a clear direction for the future." increased by 11%
- "Discipline in my school is fair." increased by 16%.
- "Information about school policies is disseminated by staff clearly." increased by 8%.
- "Teachers in my school work together to improve instructional practice." increased by 13%
- "I feel safe at school." (staff) increased by 15%
- "My professional development over the last year has been closely connected with my school's priorities." increased by 12%

# Staffing and Professional Development

## Staffing and Professional Development Summary

Our staffing and professional development efforts ensure that every student receives the academic, behavioral, and emotional support necessary for success.

At Mariposa Computer Science Magnet School, our dedication to ongoing professional development and strategic staffing is a cornerstone of our mission to support student success. Our staff has actively participated in professional development opportunities that are pivotal to our educational approach. In the area of early literacy instruction, we focus on strengthening foundational reading skills, ensuring that our students develop the critical literacy abilities necessary for their academic journey. By equipping our educators with the latest strategies and techniques in early literacy, we aim to provide a robust foundation for our students' future learning.

We also place a strong emphasis on family engagement, recognizing the vital role that strong school-home partnerships play in a child's education. Our professional development in this area is designed to empower our staff to build meaningful connections with families, fostering an inclusive and supportive community that enhances student learning and well-being. By engaging families as active partners, we create a collaborative environment that supports our students' academic and personal growth.

In addition, our commitment to enhancing data-driven math instruction is evident through our iReady Math training. This professional development equips our educators with the tools and knowledge to effectively utilize data in tailoring math instruction to meet the diverse needs of our students. By leveraging data, we can provide targeted support and interventions, ensuring that each student has the opportunity to excel in mathematics.

Finally, as a computer science magnet school, we prioritize computer science professional development to seamlessly integrate technology and coding across the curriculum. This training empowers our educators to incorporate innovative technology and coding practices into their teaching, preparing our students for the demands of the digital age. By embedding computer science principles throughout our curriculum, we aim to inspire creativity, critical thinking, and problem-solving skills in our students, equipping them for future success in a technology-driven world.

## Staffing and Professional Development Strengths

- Early literacy instruction in all classrooms (grades 4-6 as needed for intervention)
- Family engagement with a strong Link to Learning.
- Increased math training.
- Integrating computer science into all subject areas to increase critical thinking and problem solving.
- Increasing social/emotional support by increasing the number of school counselors to two
- Utilizing the educational psychologist to support student and staff needs.

## Needs Statements Identifying Staffing and Professional Development Needs

**Needs Statement 1 (Prioritized):** Teachers need professional development focused on clarifying learning objectives and defining success criteria to ensure students fully understand expectations for mastery.

**Root Cause/Why:** Data indicates strong implementation of learning intentions and feedback, students may struggle to grasp what meeting the objective looks like.

**Needs Statement 2 (Prioritized):** Staff require ongoing professional development in PBIS, Capturing Kids' Hearts, and restorative practices to establish a fair, culturally responsive, and consistent approach to discipline.

**Root Cause/Why:** YouthTruth feedback indicates varying experiences with discipline fairness, highlighting the need for clearer expectations and school-wide consistency.

**Needs Statement 3 (Prioritized):** Teachers need structured co-planning time and professional development to effectively implement inclusive teaching practices

**Root Cause/Why:** Some teachers excel at integrating inclusive practices, while others may require more guidance and examples to apply them effectively. A lack of shared best practices leads to varied student experiences across grade levels and classrooms.

**Needs Statement 4 (Prioritized):** An increasing need for social-emotional learning (SEL) support, teachers must be equipped with strategies to foster resilience, self-regulation, and a positive classroom climate.

**Root Cause/Why:** Many students are experiencing heightened stress, anxiety, and emotional regulation challenges, impacting their ability to focus and engage in learning.

# Teaching and Learning

## Teaching and Learning Summary

At our school, we have implemented the SIPPS (Systematic Instruction in Phonological Awareness, Phonics, and Sight Words) program to enhance our students' reading skills. This program is designed to provide a structured approach to literacy, ensuring that students develop a strong foundation in phonics and sight word recognition, which are critical components of reading proficiency.

We have also adopted the Heggerty Phonemic Awareness curriculum, which focuses on developing students' phonemic awareness through engaging and interactive lessons. This curriculum is essential for helping students understand the sounds of language, which is a crucial step in learning to read and write effectively.

In our commitment to preparing students for the future, we have integrated computer science into all subject areas. This integration ensures that students are not only proficient in technology but also able to apply computational thinking and problem-solving skills across various disciplines, enhancing their overall learning experience.

Our math curriculum emphasizes conceptual understanding, allowing students to grasp the underlying principles of mathematics rather than just memorizing procedures. This approach helps students develop critical thinking skills and a deeper appreciation for the subject, which is essential for their academic success.

Finally, we place a high priority on Social and Emotional Learning (SEL) to support the well-being and personal development of our students. By fostering skills such as empathy, self-awareness, and responsible decision-making, we aim to create a nurturing environment where students can thrive both academically and personally.

## Teaching and Learning Strengths

- Targeted Literacy Instruction, such as the use of the SIPPS and Heggerty.
- Integration of computer science into all subject areas to increase problem solving and critical thinking skills.
- Math instruction that focuses on building on concepts before introducing algorithms.
- A high priority on SEL.

## Needs Statements Identifying Teaching and Learning Needs

**Needs Statement 1 (Prioritized):** Students need clearly defined success criteria embedded in daily instruction to ensure they understand learning objectives and what mastery looks like.

**Root Cause/Why:** Learning intentions are established, data indicates that students may struggle to assess their own progress without explicit success criteria.

**Needs Statement 2 (Prioritized):** Students need targeted, data-driven instruction in literacy to ensure equitable access to foundational skills.

**Root Cause/Why:** Data has shown that students do not have the foundational literacy skills to lead to reading proficiency.

**Needs Statement 3 (Prioritized):** Students need targeted, data-driven instruction in math to lead to conceptual understanding.

**Root Cause/Why:** Data has shown that students do not have a strong enough understanding and/or foundation in math to lead to proficiency.

# Parental Engagement

## Parental Engagement Summary

At our school, we are committed to fostering a strong partnership with parents and families, recognizing their vital role in the educational journey of our students. We actively seek opportunities to include them in various aspects of school life, understanding that their involvement enriches the learning environment. To this end, we offer numerous family workshops designed to engage and inform parents about the educational process and how they can support their children's learning at home. These workshops are tailored to provide practical strategies and insights that empower families to contribute positively to their child's academic success.

We also provide a range of volunteer opportunities, inviting parents and family members to participate actively in school activities. This involvement not only supports our school programs but also strengthens the bond between home and school, creating a cohesive community dedicated to student achievement. Furthermore, we are committed to seeking feedback and input from families, ensuring that their voices are heard and considered in our decision-making processes. This collaborative approach helps us to better meet the needs of our students and their families.

In our efforts to enhance parental engagement, we are increasing the number of workshops focused on how families can support learning at home. These sessions are designed to equip parents with the tools and knowledge necessary to reinforce classroom learning and foster a supportive home environment. Additionally, we are proud to have established the African American Advisory Committee (AAAC), which plays a crucial role in advising and supporting our efforts to create an inclusive and equitable educational experience for all students.

Finally, we are dedicated to hosting events that bring the assets of the community into our school. These events celebrate the diverse talents and resources within our community, providing students with unique learning experiences and fostering a sense of pride and belonging. By integrating community assets into our school, we enrich the educational experience and strengthen the connection between our school and the wider community.

## Parental Engagement Strengths

- Strong Parent and Family Partnerships
- Family Workshops and Educational Support
- Volunteer Opportunities and Family Involvement
- Inclusive Decision-Making and Feedback
- Targeted Support for Home Learning
- Equity and Inclusion Efforts
- Community Integration and Cultural Celebration
- Holistic Enrichment of the Learning Environment

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## Needs Statements Identifying Parental Engagement Needs

**Needs Statement 1 (Prioritized):** Families need clear, consistent, and transparent communication about academic expectations, ways to support learning at home, and school-wide discipline practices.

**Root Cause/Why:** YouthTruth family feedback, both numerical data and open-ended comments, highlights a desire for greater clarity on how student progress is measured, how parents can reinforce learning outside of school, and how discipline policies are applied fairly and restoratively.

# School Culture and Climate

## School Culture and Climate Summary

The implementation of restorative practices, along with programs such as Capturing Kids' Hearts, PBIS (Positive Behavioral Interventions and Supports), Kelso's Choices, and SecondStep, has been instrumental in fostering a more positive school environment. These initiatives have collectively contributed to a significant decrease in student suspensions. By focusing on building relationships, teaching conflict resolution skills, and promoting positive behavior, we have created a supportive atmosphere where students feel valued and understood, leading to improved behavior and reduced disciplinary actions.

## School Culture and Climate Strengths

- Wide use of restorative practices
- An increase in SEL
- Increased implementation of Capturing Kids' Heart
- Increased implementation of PBIS
- Increased implementation of Kelso's Choices to teach conflict management skills

## Needs Statements Identifying School Culture and Climate Needs

**Needs Statement 1 (Prioritized):** Students need a consistent, fair, and restorative approach to discipline that prioritizes relationship-building, accountability, and social-emotional growth.

**Root Cause/Why:** Restorative practices are in place, YouthTruth feedback highlights a need for greater clarity and consistency in implementation across classrooms.

**Needs Statement 2 (Prioritized):** Students and families need a clear, consistent, and equitable approach to discipline that is transparent, restorative, and culturally responsive.

**Root Cause/Why:** YouthTruth feedback indicates concerns about fairness and consistency in disciplinary actions, highlighting the need for greater clarity on policies, consequences, and restorative processes.

**Needs Statement 3 (Prioritized):** Students need intentional opportunities to build peer connections, foster a sense of belonging, and engage in positive social interactions.

**Root Cause/Why:** YouthTruth feedback highlights that some students feel disconnected from their peers, impacting their overall school experience and engagement.

**Needs Statement 4 (Prioritized):** Students need regular recognition and celebration of their positive contributions to the school community to foster a culture of

encouragement, motivation, and belonging.

**Root Cause/Why:** YouthTruth feedback indicates that students value acknowledgment but may not always feel their efforts and achievements--academic, behavioral, or extracurricular--are consistently recognized.

**Needs Statement 5 (Prioritized):** Students need access to extended learning opportunities to enhance school learning, provide extra opportunities to educate the whole child, and provide a positive school culture with students, staff, and community.

**Root Cause/Why:** Students do not have access to extra-curricular activities, tutoring, or enrichment activities outside of the academic school day.

# 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	(CCSPP Strategy 3: Collaborative Leadership) Improve student reading proficiency across all reading assessment measures by the end of the 2026-27 school year, with the English Language Arts CAASPP score increasing to -53 points below standard as represented on the California School Dashboard.

### 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.

Teachers need professional development focused on clarifying learning objectives and defining success criteria to ensure students fully understand expectations for mastery.

Teachers need structured co-planning time and professional development to effectively implement inclusive teaching practices

Students need clearly defined success criteria embedded in daily instruction to ensure they understand learning objectives and what mastery looks like.

Students need targeted, data-driven instruction in literacy to ensure equitable access to foundational skills.

Students need targeted, data-driven instruction in math to lead to conceptual understanding.

Families need clear, consistent, and transparent communication about academic expectations, ways to support learning at home, and school-wide discipline practices.

### 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- Reading (Overall)	-88 points below standard	-53 points below standard
CAASPP - Reading (English Learners)	-79 points below standard	-44 points below standard
CAASPP - Reading (Students with Disabilities)	-160 point below standard	-100 points below standard

CAASPP - Reading (African American)	-115 points below standard	-75 points below standard
CAASPP - Reading (Socio-Economically Disadvantaged)	-90 points below standard	-50 points below standard
iReady Reading Proficiency (Overall)	25% at or above grade level	40% at or above grade level
iReady Reading Proficiency (African America)	20% at or above grade level	35% at or above grade level
iReady Reading Proficiency (English Learners)	16% at or above grade level	36% at or above grade level
iReady Reading Proficiency (Foster Youth)	14% at or above grade level	35% at or above grade level
iReady Reading Proficiency (Homeless)	16% at or above grade level	40% at or above grade level
iReady Reading Proficiency (Socio-economically Disadvantage)	23% at or above grade level	35% at or above grade level
iReady Reading Proficiency (Students with Disabilities)	13% at or above grade level	30% at or above grade level
DIBELS (overall)	28% at or above benchmark.	40% at or above benchmark
DIBELS (African American)	23% at or above benchmark.	35% at or above benchmark.
DIBELS (Socio-economically disadvantaged)	26% at or above benchmark.	45% at or above benchmark
DIBELS (English Learners)	15% at or above benchmark.	25% at or above benchmark.

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	Implementation of daily, targeted, structured literacy instruction	Low Income, Foster Youth, Students with Disabilities, All Students, English Learners	<p>\$12,000</p> <p>\$26,146.63</p> <p>\$50,000</p> <p>\$5,000</p> <p>\$10,000</p> <p>\$10,000</p> <p>\$5,000</p> <p>\$19,876.43</p>	<p>Title 1 Account Code: 4000–4999 Books and Supplies</p> <p>Title 1 Account Code: 1000–1999 Certificated Personnel Salaries</p> <p>LCFF - Base Account Code: 4000–4999 Books and Supplies</p> <p>LCFF - Base Account Code: 5000–5999 Services and Other Operating Expenditures</p> <p>LCFF S/C Account Code: 4000–4999 Books and Supplies</p> <p>LCFF - Base Account Code: 2000–2999 Classified Personnel Salaries</p> <p>California Community Schools Partnership Program Account Code: 4000–4999 Books and Supplies</p> <p>LCFF - Base Account Code:</p>

				6000–6999 Capital Outlay
1.1.2	Implement Teacher Clarity strategies, including use of Learning Intentions and Success Criteria	Low Income, All Students, English Learners, Foster Youth, Students with Disabilities		
1.1.3	Implement a progress monitoring system--using walkthroughs, coaching, peer observations, and fidelity checklists--to ensure consistent use of SIPPS, Heggerty, and Teacher Clarity strategies across classrooms.	English Learners, Students with Disabilities, Low Income, Foster Youth, All Students		
1.1.4	Implement targeted upper-grade reading interventions for students in grades 4-8, including high-dosage tutoring, peer tutoring, and small group instruction focused on comprehension, vocabulary, and fluency	Students with Disabilities, Low Income, Foster Youth, English Learners, All Students	<p>\$2,000</p> <p>\$6,529</p> <p>\$1,000</p>	<p>Title 1 Account Code: 5000–5999 Services and Other Operating Expenditures</p> <p>Title 1 Account Code: 1000–1999 Certificated Personnel Salaries</p> <p>Title 1 Account Code: 5000–5999 Services and Other Operating Expenditures</p>

1.1.5	Increase Parental Engagement and Home-School Connection	English Learners, Foster Youth, Students with Disabilities, Low Income, All Students	\$1,600	LCFF S/C Account Code: 5000–5999 Services and Other Operating Expenditures
			\$10,000	LCFF S/C Account Code: 4000–4999 Books and Supplies
			\$20,000	California Community Schools Partnership Program Account Code: 2000–2999 Classified Personnel Salaries
			\$20,000	California Community Schools Partnership Program Account Code: 1000–1999 Certificated Personnel Salaries
			\$10,000	California Community Schools Partnership Program Account Code: 6000–6999 Capital Outlay
			\$66,718	California Community Schools Partnership Program Account Code: 5000–5999 Services and Other Operating Expenditures
			\$43,239.80	California Community Schools Partnership

				Program Account Code: 5000–5999 Services and Other Operating Expenditures
1.1.6	Assign an intervention teacher to the Learning Center to provide daily targeted Tier III instruction in reading and math for students significantly below grade level, using data-informed small group support to accelerate academic progress.	Students with Disabilities, Low Income, Foster Youth, English Learners, All Students	\$99,144.02  \$5,000	Title 1 Account Code: 1000–1999 Certificated Personnel Salaries  LCFF S/C Account Code: 4000–4999 Books and Supplies
1.1.7	Use of mentors, such as Antelope Valley Community Uplift Foundation (AVCUF), to focus on building students' academic strengths and helping them discover their voice in a positive and constructive manner.	Homeless, Students with Disabilities, Low Income, Foster Youth, English Learners, All Students	\$38,324.89	Title 1 Account Code: 5000–5999 Services and Other Operating Expenditures

## 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.

We have seen an increase in daily early literacy instruction with the support of our Intervention Teacher. There is a decreased need of early literacy skills needed for grades 4 and up, which we can now switch our focus to vocabulary, fluency, and background knowledge.

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

More money from Base went into extra pay for classified staff to help keep up with our increased student enrollment. This money could have been used to purchase more modern classroom furniture.

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 are not pursuing becoming an AVID school, so that strategy was removed. Our teachers will still learn how to implement research-backed instructional strategies, which some may come from AVID strategies.

## Goal 1.2

Goal #	Description
Goal 1.2	Improve student math proficiency across all math assessment measures by the end of the 2026-27 school year, with the Math CAASPP score increasing to -75 points below standard as represented on the California School Dashboard.

### 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.

Students need targeted, data-driven instruction in math to lead to conceptual understanding.

Families need clear, consistent, and transparent communication about academic expectations, ways to support learning at home, and school-wide discipline practices.

### 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 - Math (Overall)	-119 points below standard	-75 points below standard
CAASPP - Math (English Learners)	-114 points below standard	-75 points below standard
CAASPP - Math (Students with Disabilities)	-168 points below standard	-95 points below standard
CAASPP - Math (African American)	-144 points below standard	-90 points below standard
iReady Math (overall)	15% at or above grade level	35% at or above grade level
iReady Math (African American)	12% at or above grade level	30% at or above grade level
iReady Math (English Learner)	12% at or above grade level	30% at or above grade level
iReady Math (Foster Youth)	6% at or above grade level	20% at or above grade level

iReady Math (Homeless)	2% at or above grade level	20% at or above grade level
iReady Math (Socio-economically disadvantaged)	16% at or above grade level	35% at or above grade level
iReady Math (Students with Disabilities)	6% at or above grade level	20% at or above grade level

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	Increase hands-on math instruction with manipulatives.	All Students, English Learners, Foster Youth, Low Income, Students with Disabilities		
1.2.2	Implement Teacher Clarity strategies, including use of Learning Intentions and Success Criteria	Low Income, Students with Disabilities, Foster Youth, English Learners, All Students		
1.2.3	Use walkthroughs, coaching, peer observations, and fidelity checklists to monitor consistent implementation of math strategies such as manipulatives, small group instruction, and Teacher Clarity.	All Students, Students with Disabilities, Low Income, Foster Youth, English Learners		

1.2.4	Implement targeted math interventions for upper-grade students in grades 4 - 8, including math labs, high-dosage tutoring, peer tutoring, and small group instruction focused on conceptual understanding, problem-solving, and math fluency.	Students with Disabilities, Low Income, Foster Youth, All Students, English Learners	\$6,529	Title 1 Account Code: 1000–1999 Certificated Personnel Salaries
1.2.5	Increase Parental engagement and home support	All Students, English Learners, Foster Youth, Low Income, Students with Disabilities	\$1,500	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.

A more focused view on success criteria and learning intentions has helped classroom teachers address prerequisite skills with more intentionality, which has led to an increase in math proficiency.

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

More money was allocated for professional development than was actually used. This will be a higher priority for the upcoming school year.

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 are not pursuing becoming an AVID school, so that strategy was removed. Our teachers will still learn how to implement research-backed instructional strategies, which some may come from AVID strategies.

### Goal 1.3

Goal #	Description
Goal 1.3	Ensure Multi-Language Learners (MLL) receive Designated and Integrated ELD instruction by the end of the 2026-27 school year, with 50% of students making progress as represented on the ELPAC and the California School Dashboard.

#### 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.

Teachers need structured co-planning time and professional development to effectively implement inclusive teaching practices

#### 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	33% of students making progress (ELPAC)	50% of students making progress (ELPAC)

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	Staff will receive training and Professional Development that focuses on how to support MLL students through Designated and Integrated ELD instruction.	English Learners	\$2,500  \$1,000	Title 1 Account Code: 1000–1999 Certificated Personnel Salaries  Title 1 Account Code: 4000–4999 Books and Supplies
1.3.2	Support families of MLL students to provide at-home support (Links to Learning)	English Learners		

# 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 learned more on how to effectively implement ELD strategies by focusing on the strategies that are embedded in their learning programs.

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

More money was allocated for professional development than was actually used. This will be a higher priority for the upcoming school year.

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.

With the implementation of SummitK12 to help with Designated ELD instruction, which more teachers are able to implement in the classroom.

## Goal 1.4

Goal #	Description
Goal 1.4	Improve student science proficiency for students in 5th and 7th grade by the end of the 2026-27 school year, with the California Science Test (CAST) score increasing to -15 points below standard as represented on the California School Dashboard.

### 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.

### 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
California Science Test (CAST) (overall)	-38 points below standard	-15 points below standard

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)
1.4.1	Implement hands-on, standards-aligned science instruction across all grade levels using the TWIG Science program, incorporating inquiry-based experiments, integrated STEM projects, and cross-curricular connections to build scientific knowledge and real-world application skills.	All Students, English Learners, Foster Youth, Low Income, Students with Disabilities		
1.4.2	Host family science nights and interactive take-home activities aligned with TWIG Science units to engage families in hands-on learning, reinforce key concepts at home, and build excitement for science across all grade levels.	Low Income, Students with Disabilities, Foster Youth, English Learners, All Students		

# 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.

With an increase of science instruction, more students have increased their background knowledge, helping with their reading 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.

No major differences.

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.

To help assist with more science instruction, an increase in professional development opportunities for teachers will be provided.

## Goal 1.5

Goal #	Description
Goal 1.5	Provide all students with access to high-quality visual and performing arts instruction by the end of the 2026-27 school year, as evidenced by increased student participation and integration of arts learning across the curriculum.

### 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.

### 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)
1.5.1	Integrate arts into core content areas by offering professional development and planning support for classroom teachers.	All Students, English Learners, Foster Youth, Low Income, Students with Disabilities		
1.5.2	Host family arts events such as student art exhibitions, music performances, and interactive workshops to celebrate student creativity and strengthen family involvement in visual and performing arts education.	English Learners, Low Income, Students with Disabilities, Foster Youth, All Students		

# 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.

With an increase of art integration in the classrooms, more students have an increased sense of belonging.

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

No major differences.

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.

Will provide more opportunities for art integration in the classroom.

## Goal 1.6

Goal #	Description
Goal 1.6	(CCSPP Strategy 2: Centering Community-Based Learning) Provide students with access to high-quality, standards-based instruction in computer science and the visual and performing arts by the end of the 2026-27 school year, as evidenced by increased student participation and integration across the curriculum.

### 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.

Students need access to extended learning opportunities to enhance school learning, provide extra opportunities to educate the whole child, and provide a positive school culture with students, staff, and 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
YouthTruth Survey (Students - Academic Challenge): Do you learn interesting things in school?	51% positive	85% positive

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)
1.6.1	Provide curriculum-aligned materials to deliver engaging computer science and arts instruction to all students.	Students with Disabilities, Low Income, Foster Youth, All Students, English Learners	\$74,543.50	Prop 28: Arts & Music in Schools 20% Account Code: 4000-4999 Books and Supplies

1.6.2	Provide media arts integration support to the classroom teacher through paraeducators who will support in the classroom. They can support the teacher with instruction, implementation, and integration.	All Students, English Learners, Foster Youth, Students with Disabilities, Low Income, Homeless	\$120,000	Prop 28: Arts & Music in Schools 80% - Employment Account Code: 1000-1999 Certificated Personnel Salaries
1.6.3	Integrate computer science across grade levels by embedding coding in math instruction, digital literacy projects in ELA, and offering enrichment opportunities such as robotics clubs and tech-based problem-solving challenges.	All Students, English Learners, Foster Youth, Low Income, Students with Disabilities	\$50,000	ELO-P Account Code: 1000-1999 Certificated Personnel Salaries
1.6.4	Host family engagement events such as computer science and arts nights to showcase student learning, build awareness, and encourage at-home support for creative and technical skills.	All Students, English Learners, Foster Youth, Low Income, Students with Disabilities		

## 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.

Increased computer science materials have led to more computer science instruction and integration, which has increased student engagement.

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

No major differences.

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.

Media Arts Integration Coach was not available, but with the integration of a Media Arts/Leadership elective for middle school, this will provide more opportunities for our K-5 teachers to integrate computer science into the classroom.

## Goal 2.1

Goal #	Description
Goal 2.1	(CCSPP Strategy 4: Sustaining Staff and Resources) Foster students' social-emotional growth by the end of the 2026-27 school year through schoolwide implementation of Capturing Kids' Hearts and Restorative Practices, as evidenced by improved student behavior, increased sense of belonging, and a reduction in suspension rates.

### 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.

Staff require ongoing professional development in PBIS, Capturing Kids' Hearts, and restorative practices to establish a fair, culturally responsive, and consistent approach to discipline.

### 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
YouthTruth Survey (Students - Belonging): Do you feel like an important part of your school?	32% positive	65% positive
YouthTruth Survey (Families - Resources): My school has the resources necessary to achieve learning goals.	68% positive	85% positive
YouthTruth Survey (Students - Relationships): Is your teacher fair to you?	60% positive	80% positive
YouthTruth Survey (Families - Engagement): Parent/family members are included in planning school activities.	70% positive	85% positive
YouthTruth Survey (Students - Culture): Do students behave in class?	16% positive	50% positive

YouthTruth Survey (Families - Safety): My child's learning environment is safe.	71% positive	85% positive
YouthTruth Survey (Culture - Relationships): My school creates a friendly environment.	70% positive	90% positive
YouthTruth Survey (Families - Relationships): I feel comfortable approaching teachers about my child's progress.	85% positive	95% positive
YouthTruth (Families - Communication and Feedback): Teachers communicate expectations for my child's progress.	76% positive	90% positive

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	Implement daily social-emotional learning routines using Capturing Kids' Hearts and Restorative Practices, including class meetings, affirmations, relationship-building strategies, and restorative circles to promote empathy, accountability, and a strong sense of community which will lead to an increase in academic proficiency.	All Students, English Learners, Students with Disabilities, Low Income, Foster Youth	\$3,500	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.

A majority of the classrooms implemented tier I SEL in their classrooms, leading to more managed classrooms. The teachers were able to get more instruction in because their were less negative behaviors to address.

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

No major differences.

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.

Teachers implemented the fundamentals of CKH and Restorative Practices, such as using the Social Contract and Raters. The next step is to then begin implementing Classroom Ambassadors and have students take the lead.

## Goal 2.2

Goal #	Description
Goal 2.2	Improve student behavior and schoolwide consistency by the end of the 2025-26 school year through full implementation of Positive Behavioral Interventions and Supports (PBIS), as evidenced by a reduction in office referrals and suspension rates, and increased positive behavior recognition.

### 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.

Students need a consistent, fair, and restorative approach to discipline that prioritizes relationship-building, accountability, and social-emotional growth.

Students and families need a clear, consistent, and equitable approach to discipline that is transparent, restorative, and culturally responsive.

Students need intentional opportunities to build peer connections, foster a sense of belonging, and engage in positive social interactions.

Students need regular recognition and celebration of their positive contributions to the school community to foster a culture of encouragement, motivation, and belonging.

### 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
Suspension Rate (Overall)	0.3%	0.2%
Suspension Rate (English Learners)	0%	0%
Suspension Rate (Students with Disabilities)	0%	0%
Suspension Rate (African America)	0%	0%
ODRs (SWIS and/or PBIS Rewards)	1,019 ODRs	800 ODRs

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	Implement tiered behavior interventions and individualized support plans, including support from a Registered Behavior Technician (RBT), for students with ongoing behavioral challenges.	Students with Disabilities, All Students, English Learners, Foster Youth, Low Income		
2.2.2	Implement restorative practices, including circles and conferences, to address conflicts, build community, and reduce reliance on suspension.	All Students, English Learners, Foster Youth, Low Income, Students with Disabilities	\$5,000	LCFF S/C Account Code: 4000–4999 Books and Supplies
2.2.3	Implement and reinforce consistent school-wide behavior expectations through PBIS, Capturing Kids' Hearts, Kelso's Choices, and other SEL programs to promote positive behavior and emotional regulation.	All Students, English Learners, Foster Youth, Low Income, Students with Disabilities	\$15,000	LCFF S/C Account Code: 4000–4999 Books and Supplies
2.2.4	Provide staff training in trauma-informed, culturally responsive, and equitable discipline practices to support appropriate and inclusive responses to student behavior.	Low Income, Students with Disabilities, All Students, English Learners, Foster Youth	\$1,000	LCFF S/C Account Code: 4000–4999 Books and Supplies
2.2.5	Integrate social-emotional learning (SEL) and conflict resolution into daily instruction using programs such as Capturing Kids' Hearts, Kelso's Choices, Second Step, Sown2Grow, and other SEL supports to build students' self-regulation and interpersonal skills.	All Students, English Learners, Foster Youth, Low Income, Students with Disabilities	\$1,000	LCFF S/C 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.

Our teachers and staff implemented PBIS with fidelity, which has led to a decrease in ODRs and suspensions. Our students who were serviced by the RBT had a decrease of negative behaviors as indicated by their end of the day check outs.

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

Community Circles were implemented, but not with fidelity. Our counselors were checking in with teachers, but maybe assigning a monthly check in can help improve consistency.

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.

Monthly counselor check ins that are implemented can help with consistent practice.

## Goal 2.3

Goal #	Description
Goal 2.3	(CCSPP Strategy 1: Shared Commitment, Understanding, and Priorities) Increase students' sense of belonging and connection to school by the end of the 2026-27 school year, as measured by improved results on student climate surveys and increased participation in schoolwide activities and supports.

### 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.

### 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)
2.3.1	Implement schoolwide community-building practices such as morning meetings, student recognition programs, and inclusive events that reflect student interests, cultures, and voices to strengthen relationships and promote belonging.	All Students, English Learners, Foster Youth, Low Income, Students with Disabilities		

## 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.

We increased our Monarch of the Month assemblies, PBIS award parties, attendance celebrations, and Lunch with the Admin to celebrate the students who made great academic progress and made positive behavioral growth.

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

No major differences

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 did not check in with students until later in the school year to see what they felt about sense of belonging, so an earlier check in at the beginning of the school year will be implemented.

## Goal 2.4

Goal #	Description
Goal 2.4	By 06/2027, increase the number of students participating in extra-curricular activities through Expanded Learning Opportunities Program (ELOP) to 20% to enhance school learning and provide a positive school culture.

### 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.

Students need access to extended learning opportunities to enhance school learning, provide extra opportunities to educate the whole child, and provide a positive school culture with students, staff, and 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

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	Establish after-school clubs, activities, and opportunities ensuring a diverse range of options are available to students.	All Students	\$50,000	ELO-P 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.

An established ELOP was offered to the students, which allowed them to participate in a variety of activities, which included flag football, soccer, art, Black/Hispanic/Asian Knowledge Bowl practice.

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

No major differences.

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.

Offering a variety of activities, but also include tutoring and reading and math support.

### Goal 3.1

Goal #	Description
Goal 3.1	(CCSPP Strategy 5: Strategic Community Partnerships) Foster a safe, supportive, and equitable environment that promotes student well-being and readiness to learn by the end of the 2026-27 school year, as evidenced by reductions in suspension and chronic absenteeism rates and improved student climate survey results.

#### 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.

Students need a consistent, fair, and restorative approach to discipline that prioritizes relationship-building, accountability, and social-emotional growth.

Students and families need a clear, consistent, and equitable approach to discipline that is transparent, restorative, and culturally responsive.

Students need intentional opportunities to build peer connections, foster a sense of belonging, and engage in positive social interactions.

Students need regular recognition and celebration of their positive contributions to the school community to foster a culture of encouragement, motivation, and belonging.

#### 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 Rate (Overall)	34.8%	25%
Chronic Absenteeism Rate (English Learners)	30.8%	25%
Chronic Absenteeism Rate (Students with Disabilities)	38.4%	25%
Chronic Absenteeism Rate (African Americas)	47.3%	35%
YouthTruth (Families - Engagement): I feel empowered to play a meaningful role in decision-making at my school.	64% positive	80% positive

YouthTruth (Staff- School Safety): I feel safe from harm while at my school.	90% positive	95% positive
YouthTruth (Family) Participation Rate	86 out of 769 families responded (11% participation rate)	30% participation rate
YouthTruth (Student) Participation Rate	277 out of 427 students responded (65% participation rate)	95% participation rate

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	Implement school-wide restorative practices, SEL programs (Kelso's Choices, PBIS, Capturing Kids' Hearts), and consistent behavior expectations to support a positive, inclusive, and safe learning environment.	All Students, Foster Youth, Low Income, Students with Disabilities, English Learners	\$2,500  \$1,984.29	LCFF S/C Account Code: 5000–5999 Services and Other Operating Expenditures  LCFF S/C Account Code: 4000–4999 Books and Supplies
3.1.2	Provide ongoing professional development and coaching on Tier I behavior supports, including Capturing Kids' Hearts, PBIS, and Kelso's Choices, to ensure consistent and equitable practices schoolwide.	Students with Disabilities, English Learners, Low Income, Foster Youth, All Students		

3.1.3	Implement a data monitoring system to regularly track suspension and absenteeism rates by student subgroup, and use the data to guide targeted interventions, equity-focused supports, and progress monitoring at leadership and attendance team meetings.	All Students, Students with Disabilities, Low Income, Foster Youth, English Learners		
3.1.4	Implement a schoolwide system to monitor Tier I climate practices--like PBIS, Capturing Kids' Hearts, Kelso's Choices, and SEL routines--using walkthroughs, self-assessments, and leadership team feedback cycles.	All Students, English Learners, Foster Youth, Low Income, Students with Disabilities		
3.1.5	Establish student-led restorative circles, peer mentors, and a climate team to elevate student voice and promote a supportive, inclusive school culture.	All Students, English Learners, Foster Youth, Low Income, Students with Disabilities		

## 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.

Implementing more tier I SEL supports in the classroom has led to more managed classrooms, a reduction of ODRs and suspensions, and an increase of attendance rate.

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 did not implement a structured recess or peer mentors. These were two activities that kept being put off to focus on the tier I SEL classroom support.

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.

Next school year, we will not implement a structured recess. We will begin implementing peer mentors, which can work with our new middle school schedule and newly established ASB.

## Goal 3.2

Goal #	Description
Goal 3.2	Foster a safe, supportive, and equitable environment that promotes student well-being and readiness to learn by the end of the 2026-27 school year, with the chronic absenteeism rate decreasing to 28% as represented on the California School Dashboard.

### 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.

### 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 Rate (Overall)	35%	28%
Chronic Absenteeism Rate (English Learners)	31%	25%
Chronic Absenteeism Rate (Students with Disabilities)	38%	30%
Chronic Absenteeism Rate (African Americas)	47%	35%

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)
3.2.1	Foster strong student-teacher relationships and a positive, inclusive school culture to ensure all students feel safe, valued, and connected to the school community.	All Students, English Learners, Foster Youth, Low Income, Students with Disabilities		
3.2.2	Implement school-wide attendance incentives, classroom competitions, and individual recognition to encourage and celebrate positive attendance habits.	Students with Disabilities, Low Income, Foster Youth, English Learners, All Students		

## 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.

Student-teacher relationships were increased due to greetings at the door, 5:1 positive:negative comments, and reaching out to families to build strong relationships. This has led to a decrease in our chronic absenteeism rate.

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 begin scheduling some family events during our staff meetings on Minimum Days. This allowed all staff to participate and make those positive connections.

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 offer school events on Minimum Days in lieu of staff meetings. With an increase of advertising the events, this should lead to an increase in family attendance and more positive interactions with teachers and staff with our families.

## Goal 4.1

Goal #	Description
Goal 4.1	

### 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.

### 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)

## 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.

## 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 5.1

Goal #	Description
Goal 5.1	

### 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.

### 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)

## 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.

## 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.

# 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	\$196,673.54
Total Federal Funds Provided to the School from the LEA for CSI	
Total Funds Budgeted for Strategies to Meet the Goals in the SPSA	\$797,635.56

## 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	\$196,673.54
Comprehensive Support and Improvement (CSI)	\$0.00
Title I Centralized Services	\$0.00

Subtotal of additional federal funds included for this school: \$196,673.54

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	\$56,584.29
LCFF - Base	\$84,876.43
California Community Schools Partnership Program	\$164,957.80
Prop 28: Arts & Music in Schools 20%	\$74,543.50
Prop 28: Arts & Music in Schools 80% - Employment	\$206,341.38
Equity Multiplier	\$0.00

Unrestricted State Lottery	\$0.00
ELO-P	\$150,000.00
Donations	\$0.00

Subtotal of state or local funds included for this school: \$737,303.40

Total of federal, state, and/or local funds for this school: \$933,976.94

## 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 04/21/2026.

Attested:

Principal, Eric Gold on 04/21/2026

SSC Chairperson, De Ette Goss on 04/21/2026