



## 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
<b>Jack Northrop Elementary</b>	6108419	05/27/2026	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.

Jack Northrop Elementary serves approximately 620 students from the surrounding neighborhood and is located on the east-side of Lancaster, California. We are uniquely located near two different middle schools. Starting in 2026-2027, Jack Northrop will serve students from preschool through 6th grade, where it was formerly up to 5th grade. Many of the students that come to Jack Northrop are from families that have had relatives previously attend Jack Northrop and want to continue on the Explorer traditions. In addition, many of our teachers remain at Jack Northrop throughout most of their career creating stability in the high expectations and feeling of community. Many families request attendance waivers in order to keep the Jack Northrop family experiences moving forward.

Jack Northrop Elementary serves a population of 619 students who reflect the great diversity of the Lancaster community. The ethnic composition of our student body is 56.4% Hispanic / Latino, 29.94% Black or African American, 11.23% White (not Hispanic), while the other 1.8% of our population falls into categories of American Indian, Asian categories, or Pacific Islander Categories.

Our Explorer staff is made up of 2 administrators (1 principal, 1 assistant principal), 1 categorical specialist, 1 instructional coach / TOSA, 24 general education teachers (preschool through 5th grade), 2 specialized academic instruction teachers (focusing on a RSP model), 4 mild/moderate special day class teachers, adding in 1 extended supports needs (ESN) teacher, 1 counselor, 2 family ambassadors (one bilingual), 1 community schools liaison, 2 Speech and Language teachers, 1 Intervention teacher (supporting language arts), 1 Educational Psychologist, 1 Behavior Para-Educator, 2 general Para-Educators, 4 UTK para-educators, 10 MTSS Para-Educators, 11 Special Education Para-Educators, 1 Part Time Registered Nurse, 1 LVN, 1 Health Clerk, 1 School Secretary, 2 Office Assistants (one bilingual), 1 Bilingual Para-Educator, 1 CNS Manager, 6 CNS workers, 1 Media Specialist, 1 Part Time Music Teacher, 17 Part Time Supervision Aids, a District PE Team (one teacher & four recreation leaders), 1 Daytime Custodian, and 2 1/2 Nighttime Custodians. This year, Jack Northrop has contracted through an outside agency, Elevo, to support with students and their SEL needs through the use of a mentoring team. Jack Northrop also support many students in our after school ELOP program, which provides opportunities for extra activities and enrichment.

At Jack Northrop, all classes are taught by highly qualified teachers and/or teachers in an induction program. Our teachers design instruction through the lens of Teacher Clarity, providing high quality Learning Intentions and Success Criteria driven by data-based decision based on placement within Learning Progressions. More intentional use of Common Formative Assessments is bringing more targeted high quality instruction for all students. Assessment tools (iReady, DIBELS, ELPAC, formal and informal assessments and observations) are used to determine needs for differentiated instruction (intervention and enrichment). Our Explorers that need extra support are provided intervention that is monitored by family and teacher participation in parent teacher conferences, the Student Study Team or 504 or IEP Processes, using targeted intervention in the classroom to increase achievement. During the 2025-2026 school year, Jack Northrop introduced a learning center in which nondisabled and disabled students are provided targeted reading intervention. This program has shown almost immediate positive growth in reading as measure by iReady and DIBELS assessments.

Jack Northrop will continue to implement a curriculum that is aligned with the California Common Core State Standards to guide instruction. Our School Plan (SPSA) is aligned with the Lancaster LCAP plan. We have adjusted a higher portion of our state (LCFF) and Federal (Title 1) budget to support our continued

growth and implementation of Tier 1 instruction as well as the technology required to increase teacher efficiency and student access to technology with the goal aligned with 21st Century Learning and Technology Skills. Socio-economically disadvantaged students, Multi-Lingual Learners, Special Education Students, Foster Youth, Homeless Student, and at-risk student have access to and participate in all Tier 1 instruction through their teachers and other supports. Teachers in the classrooms use a variety of strategies and techniques to engage all learners. These include cooperative learning, SDAIE, whole group and small group instruction. Lesson design is either with a balanced lesson design or an explorative design, depending on the subject. Additional teaching techniques may include Accountable Talks, Number Talks, Critical Thinking Activities, and the use of scaffolding supports, such as, charts (Thinking Maps), models, and pairing students together.

Teachers are provided with multiple opportunities for professional development at both the District and the Site level. Teachers are able to determine their own learning pathway based on self-reflective and determined needs of growth. The district provides multiple PD opportunities in lesson design, classroom management, social emotional learning, technology integration, MTSS structures and implementation of MTSS Para-Educators, Standards-Based Grading and Reporting, as well as supporting the implementation of the various curriculum and tools available to enhance student learning. Interns and Induction Candidates are provided targeted PD based on where they are within their teacher credentialing programs. On site, early release Tuesdays are used for professional development that supports our SPSA goals, as well as time for grade levels to PLC and collaboratively plan. Weekly, or bi-weekly, time is provided for each grade level to PLC which is supported by our site administration and site Instructional Coach.

Jack Northrop promotes a positive school environment using tools and strategies supported through the implementation of Capturing Kids Hearts and PBIS. This promotes education in our school-wide expectations of Be Responsible, Be Respectful and Be Safe. We encourage and welcome all family and community involvement. Our teaching staff uses a high level of rigorous instructional strategies, ensuring academic success and opportunities of all students and various learning styles.

Building Jack Northrop Explorers takes dedication to our behavior and SEL structures. This includes all staff being trained in Capturing Kids' Hearts, as well as using the tools of this district supported program. New staff members are provided both formal and informal training as soon as possible. Each classroom develops and revisits their Social Contract. Support programs (PE and music) also implement the Social Contract and other CKH strategies.

Behavior systems are aligned with Positive Behavior Intervention and Support (PBIS) structures. Each classroom has a matrix, parts of which are collaborative across the grade level. In addition there is a school wide matrix aligning expectations in all areas of our campus. There are dedicated times throughout the school year in which these expectations are taught, and retaught (beginning and middle of year) as well as when data determines more support is needed in targeted areas. There has been a focus on improving our tiered support systems and educating staff on equitable and inclusive practices that support improved behavior and relationships. Incentives for individuals and classes have been increased, giving more students the opportunity to learn on how to improve and strengthen their skills in these areas. Restorative practices, including Kelso's Choices contracts and other social agreements are being used to support students in building cooperative social skills. Needs and growth are monitored through various data sources, which includes Office Referrals (ODR and SWIS), student observation,

CICO documentation, and Sown to Grow weekly reports. During 2025-2026, the JN PBIS team has updated our PBIS systems in order to better align with the overall district focus on the Behavior Change Initiative. For 2026-2027, staff will be trained on the updates and implement the updated processes.

Our Explorer staff works diligently at maintaining a positive and supportive school climate. Our grade level teams work collaboratively to deliver instructional lessons that are foster positive attitudes towards learning and school. Jack Northrop practices and maintains PBIS structures to reinforce school-wide positive behavior supports through defining, teaching, and recognizing positive behavior expectations. This is further enhances through the use of CKH processes, such as daily greeting onto campus and into classrooms, the facilitation of "Good Things" and other constructs of the EXCEL organizational structures in lessons, and the increased delivery of positive affirmations across campus with students and staff. We have various positive affirmation challenge days - Fist Bump Fridays, Compliment Counting Days, and High Five Challenges.

Social emotional learning (SEL) takes place every day, in all classrooms. Breakfast in the classroom is used as a time to implement daily community circles and CKH engagement activities. In addition, all students participate in formal SEL lessons through our Second Step Curriculum, as well as on the spot SEL learning opportunities as they present themselves. Through the support of our school counselor, students also benefit from learning about Kelso's Choices, Restorative Circles, and Trauma Informed Practices. Students with greater needs, falling in the Tier 2 or 3 categories, are able to participate in targeted counseling groups, SEL groups, School Based Mental Health, and Mentoring through a contracted agency, Elevo.

Our attendance team is working hard to support growth. The 2025 California Dashboard has shown a 5.7% decline in our chronic absenteeism. Our revised goal is to improve from 92.31% to above 95% positive attendance. Our attendance percentage has decreased during 2025-2026 to approximately 91%. The attendance team will be more intentional about implementing incentives and offering other support to families. Monthly attendance and activities are created to focus on overall growth and improvement. Our Assistant Principal, School Counselor, and Attendance Clerk are monitoring overall attendance and advising our Community Liaison and Family Ambassadors on where to reach out and provide support. The staff is building in monthly recognition systems for both individuals and classes that focus on positive attendance.

Increasing Community and Parent involvement is part of the goal towards becoming a Community School. We use multi-means of communication, which includes Parent Square, our website, and social media. Teachers are vigilant in their weekly and monthly communication systems. Our Community Liaison and Family Ambassadors have worked to increase family engagement through Parenting Partners and involvement with our Parent Teacher Organization (PTO). They also help to promote other parent involvement activities, such as, School Site Council (SSC), English Language Advisory Committee (ELAC), the African American Action Committee (AAAC), and Harmony Time (aka coffee with the principal). There has been an increase of parent involvement, especially the monthly coffee with the principal (Harmony Time), as evidenced by sign in sheets. In addition there has been an increase of participation with our PALS program and PTO. All Community Events are being designed to support our Spanish Speaking families in communicating with staff. Bilingual Staff and Community Members are volunteering their time to bridge the gap between the two languages. We continue to look for more ways to open up volunteering opportunities.

Extended Learning Opportunities through the ELOP department are offered. Students that participate are provided with afterschool care, afterschool programs (tutoring, enrichment, art, dance, etc.), meals, Saturday School Opportunities, and other District Wide supported events.

## **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**

Educational Partnerships with our community have a strong foundation, and is an area of designated focus as we move forward. These partnerships include family and/or staff involvement in making decisions for our current population of students. Through the work of our Community Liaison and Family Ambassadors, we are strengthening our connection with families. Opportunities for involvement include ELAC, SSC, PTO, Harmony Time (coffee with principal), as well as parenting partnership workshops and other volunteering opportunities.

Staff members are provided opportunities for involvement through ILT, SSC, Staff Meetings, and PLCs.

Various community events have allowed for families and staff to come together and strengthen our relationships. These events include Back to School Welcoming Events (before school, as well as the traditional Back to School Night), Trunk or Treat, Winter Wonderland, Monthly Award Recognition Assemblies, Semester and End of Year Award Assemblies, Open House Celebrations, as well as various grade level specific events to honor the work the students are doing throughout their learning. In addition, this year we created a Volunteer Day in which we had close to 15 parents come support during unstructured times of the day to lead games and other activities.

Moving forward, administration with the support of the Community Liaison and Family Ambassadors, are working to create monthly opportunities for family members to volunteer time to support student activities. The intent is to provide more opportunities for those families that may not be able to commit to a monthly committee, but still want to have a way to come in and support the learning environment. We are also focused on bridging the communication / language gap. Bilingual staff and community members are stepping up to help communication during our in person community events.

## **Resource Inequities (CSI and ATSI Only)**

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

Due to a decrease in the number of English Learners, or Multi-Language Learners, reclassifying, Jack Northrop has the designation of Targeted Support and Improvement (TSI).

# Comprehensive Needs Assessment Process

## Comprehensive Needs Assessment Process Summary

### Greatest Needs

In the 2023-2024 academic year, Jack Northrop made an overall decline in ELA of 5.7 point, making our achievement at 60.9 below standard. Targeted groups that saw a decline include African Americans, English Learners, Hispanic, and SED. In the area of Mathematics, the overall decline was 15.3 points, placing Jack Northrop at 91.1 points below standard. Targeted groups that saw a decline include African Americans, English Learners, Hispanic, and SED.

Due to the growth shown in our Benchmark Data tools, it is our belief that Jack Northrop will see positive growth in both ELA and Mathematics for 2024-2025. This can also be attributed to minimal staffing changes and improved consistency of educational and behavior support programs.

Although Chronic Absenteeism continues to be a focus for intervention, we have improved our rate from 43.6% to 35.1%. We did meet our previous goal, and continue to focus on this area for improvement by the implementation of our weekly attendance team and various attendance incentives.

Due to structural changes in our behavior and SEL support systems, it is believed there will be an increase in our suspension rate for 2024-2025. Through improved professional development and improved support systems, it is believed this rate will decrease during the 2025-2026 academic year.

### Greatest Progress

Our ELLs showed the most progress on the California Dashboard with an increase of 14.2%. Students with disabilities show progress by 11.7 points in ELA and 3.9 points in MA.

Current Benchmark (2024-2025) results show much progress from the beginning of the year to middle of the year i-Ready ELA Diagnostic. Overall results show an increase of 16% to 30% of all students being early on grade level - mid or above grade level. One year below grade level has decreased from 48% to 42%. Students performing two or more grade levels below has decreased from 39% to 28%. Partial reporting of End of Year Assessments show greater student achievement in ELA. At mid year, the following grades showed more than 50% overall progress towards annual typical growth: Kindergarten, 2nd grade, 3rd grade and 5th grade.

Social programs such as Capturing Kids Hearts, Second Step, Kelso's Choices under the PBIS umbrella have continued to make a positive impact on our school culture. During the 2023-2024 academic year, our SEL Intervention Program was able to support three 6-8 week sessions, supporting students through this Tier 2 program in grades UTK through 5th. Our SEL Intervention team meets monthly to help staff and students by providing intervention support through a PLC process. This has resulted in more effective behavioral and SEL intervention for our students, as well as an alignment of our program to the Lancaster School District MTSS Framework.

Foundational PBIS Tier 1 support was enhanced through the use of individual B-2s, Administrative B-2s (worth 2 pts - not 1), and a whole class recognition of the Brilliant B-2s (a tiered reward system). In addition, a monthly positive watch list was created to support students that report negative mental health check ins through Sown to Grow. Positive staff climate was increased through the introduction (and implementation) of the Staff B-s raffles for both certificated and classified staff, as well as Exceptional Explorer recognitions of Staff and Students as reported by Staff and Students.

### Performance Gaps

In order for Jack Northrop to continue to grow and remain out of the California Targeted Improvement categories, staff works in a PLC fashion to design and

implement intervention and enrichment needs of students based on formative data. We recognize that there are performance gaps with many of our targeted groups and are continuously looking for ways to address student needs. These include:

1. i-Ready for both ELA and Math - individualized leveled pathways as well as targeted pathways based on focused grade level standards.
2. Walk to Learn structures in 2nd grade focusing on EL learning.
3. Improved behavior and SEL intervention support.
4. Designated and integrated EL services.
5. Small Group Instruction

Looking at our greatest needs; ILT/Leadership and the staff will continue to find support in standards-based instruction and social-emotional learning that will provide the greatest support in our sub-groups. Each grade level will look at its own grade-level data and see what areas need the most improvement. They will support students with instructional grouping, using data and common formative assessments for the next steps.

## **CALIFORNIA COMMUNITY SCHOOLS PARTNERSHIP PROGRAM (CCSPP): IMPLEMENTATION PLAN**

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

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

The California Community Schools Framework (CA CS Framework) defines essential elements for successful community schools, including Four Pillars, Four Key Conditions for Learning, Four Cornerstone Commitments, and Four Proven Practices. The Lancaster Elementary

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

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

## **COLLECTIVE PRIORITIES OF LANCASTER DISTRICT COMMUNITY SCHOOLS:**

Priority	Outcome
<p><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>
<p><b>Priority 2:</b> Empowering parents and families to contribute to their children's success by providing access to community resources and fostering active engagement in education.</p>	<p>Success will be determined by:</p> <ul style="list-style-type: none"> <li>• 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</li> <li>• Analyzing year-over-year results from the Whole Child and Family Support Inventory to assess progress and identify areas for improvement</li> </ul>
<p><b>Priority 3:</b> Building the capacity of educators and staff to meet students' academic and developmental needs through a Multi-tiered System of Supports (MTSS).</p>	<p>Success will be determined by reviewing teacher and staff surveys, such as the YouthTruth and other site-specific surveys.</p>
<p><b>Priority 4:</b> Enhancing and expanding access to after-school, intersession, and summer learning opportunities to complement in-school instruction.</p>	<p>Success will be determined by:</p> <ul style="list-style-type: none"> <li>• Increases in annual attendance in expanded learning programs</li> <li>• Growth in the number of out-of-school activities and events offered</li> <li>• 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)</li> </ul>

## 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 Support (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	YES
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	YES

Other: Write In	
Other: Write In	
Other: Write In	

**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.

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

- **Assets-Driven and Strength-Based Practice:** We recognize that our community has significant strengths alongside needs. For example, students and families demonstrate incredible resilience in the face of challenges. We seek to extend that strength to the academic environment. By conducting home visits, we are able to seek understanding of the barriers to student achievement in order to support families.
- **Racially Just and Restorative School Climates:** We have invested in PBIS and CKH over several years, including restorative practices to support students in conflict, discipline and community. Our counselor also pushes into classes on a weekly basis to teach various relevant lessons in response to trending behavioral concerns.
- **Powerful, Culturally Proficient and Relevant Instruction:** We have made a concerted effort to recruit and hire staff members that reflect the demographic profile of our students; for example, 53% of staff identify as persons of color. All staff members engage in consistent professional development to ensure instructional practices support our scholars in culturally relevant and responsive practices, particularly in support of English learners. We acknowledge and celebrate our various cultural backgrounds throughout the year.
- **Shared Decision Making and Participatory Practices:** Our school has a committed Instructional Leadership Team that includes teachers and other core staff members; all significant data and decisions related to instruction are vetted through this team. Further, we have recruited highly engaged parents to lead our PTO, SSC, ELAC and AAAC. Together we identify and address our site needs with parents as volunteers during facilitation.

### PART C: GOALS AND ACTIONS:

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

Goal	Was this goal submitted with the first APR?	Explain how the school has developed it, particularly as it relates to your Needs and Assets Assessment.	Explain the action(s) you took in the SY 2025-2026 to meet this goal.
<p><b>Goal 1:</b> 100% of students will have access to high quality Tier I emotional wellbeing support on a weekly basis. We will begin with a weekly emotional check-in, and expand into academic check-ins and social-emotional skill-building. We will adjust the master schedule to include at least 20 minutes of SEL-focused learning time each week.</p>	<p><b>NO</b></p>	<p>The foundation for this goal has been created. Staff has been provided training on Tier 1 support and how to use the district provided tools.</p>	<ul style="list-style-type: none"> <li>• Professional Development on Tier 1 support and MTSS systems.</li> <li>• Redefining our PBIS systems.</li> </ul>

<p><b>Goal 2:</b> 100% of students will have access to high quality Tier II and Tier II interventions based on their determined needs. We will expand our MTSS system to include emotional wellbeing inputs, and we will demonstrate a response to those inputs in a timely manner. Families will be a collaborative partner in this process.</p>	<p><b>YES</b></p>	<p>Defining and providing Tier 2 supports has been a major focus of staff and student support.</p>	<ul style="list-style-type: none"> <li>• Introduction of the SIMS intervention tool</li> <li>• SEL Intervention</li> <li>• Elevo Behavior Mentors</li> </ul>
<p><b>Goal 3:</b> Students will improve their social-emotional learning capacity, as measured by pre/posts on an annual SEL screener. By 5th grade, 80%+ of students will show improvement or high levels of capacity in Self-Awareness, Self-Management, Social Awareness, Responsible Decision Making, and Relationship Skills.</p>	<p><b>NO</b></p>	<p>Work here has started. There has been some resistance to the implementation of Sown to Grow, which provides the SEL screener. This is a newer tool and staff &amp; students are still learning the benefits of this tool.</p>	<ul style="list-style-type: none"> <li>• Weekly SEL check-ins with Sown to Grow</li> <li>• Positive Watch List created to support students that have repeated self-reported low weeks which allows staff to know how to support and check in on these students.</li> </ul>

**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)

Our newly developed Explorer team has been working hard to support the work designed in the existing plan. Through implementation, we are realizing that some adjustments are needed based on the realities of where our staff and community are based on the goal of the work. We are dedicated to providing additional community spaces and informational opportunities that will further bond our families and staff.

## **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.

We will create additional cultural based events, as well as increase the knowledge of instructional strategies that support equitable learning opportunities: MTSS, UDL, and Restorative Practices. This aligns with various priorities: Staffing and Professional Development 1, 2; Teaching and Learning 6; Parental Engagement 1, 2; and School Culture and Climate 2, 4.

## **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 of other graphic):

The following roles are designated as leaders of the community school approach at our school:

- Community Schools Implementation Leader = Community Liaison and Counselor
- Leadership Team = Principal
- Planned Implementation Structures
  - Weekly implementation meeting of key roles and leadership team
  - Monthly progress updates to Instructional Leadership Team
  - Quarterly progress updates to all staff

Aligns with priority statements:

Parent Engagement: 2, 3

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

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

**We will be building systems that allow for community involvement and staff support of all students will automatically bring in the sustainability by pairing with PTO, AAAC, ELAC, and SSC.  
This aligns with priorities Parent Engagement: 2, 3**

### **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:

**We will design increased opportunities for community partnerships and volunteer activities.**

**This aligns with priorities Parent Engagement: 2, 3**

# Staffing and Professional Development

## Staffing and Professional Development Summary

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

The Jack Northrop staff has participated in extensive professional development 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 have been focusing on improving our systems for SEL and Behavioral support. The Explorer staff continues to grow from training to support intervention and support within this area. Our staff is learning to enhance student support through data driven We have been working with tools that support diagnosing appropriate interventions that support the whole child.

Staffing has increased to include support for SEL intervention, as well as to support mentors that engage students to do better during unstructured times.

This year, our staff took time to learn about the standards based grading and various new curricular pieces by inviting in district level coaches to support each grade level team. It was designed as MTSS for the grade level teams. Each team was provided support depending on where they are in their learning progression.

## Staffing and Professional Development Strengths

- Early literacy instruction in all classrooms (grades 4-6 as needed for intervention)
- Increasing social/emotional support by increasing support through the use of SEL Mentors.
- Redesigning support through a behavior / SEL lens and aligning support staff for student intervention needs.
- Frontloading Professional Development for Standards Based Grading and increased focus on Standards Based instruction.

## Needs Statements Identifying Staffing and Professional Development Needs

**Needs Statement 1 (Prioritized):** At Jack Northrop Elementary School, there is an urgent need for teachers to strengthen Tier I instructional strategies to better support of all students. Targeted improvements in core instruction are essential to close achievement gaps, promote equity, and ensure all students have access to high-quality, rigorous learning experiences.

**Root Cause/Why:** Many students are underperforming as T1 support is inconsistent. Teachers need training in the strengths-based planning models vs the traditional deficit planning models.

**Needs Statement 2 (Prioritized):** At Jack Northrop Elementary School, all staff needs to be aligned with understanding and use of Behavior and SEL strategies

through PBIS and CKH.

**Root Cause/Why:** Inconsistent use of strategies and systems is providing an increase of dysregulated behaviors in unstructured learning areas which then carry into the structured learning environment.

**Needs Statement 3 (Prioritized):** Onboard new teachers and para-educators to support foundational literacy skills.

**Root Cause/Why:** New teachers and para-educators have not received the professional development provided during the literacy grant. Therefore, there needs to be a process to onboard them for more inclusive support of all students. This will provide more rigorous and consistent use of these strategies and programs resulting in students learning to read.

# 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.

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.
- Math instruction that focuses on building on concepts before introducing algorithms.
- The development of stronger SEL and Behavior supports and intervention.

## Needs Statements Identifying Teaching and Learning Needs

**Needs Statement 1 (Prioritized):** According to the California Dashboard, overall student growth in ELA increased by 4.5 points making the overall student achievement at 56.4 points as reported in Spring 2025. According to the iReady projected proficiency for ELA (2025-2026) JN should be looking at 18% students in the proficiency range which has grown by 11% from Window 1 to Window 3. Continued focus needed for student growth.

**Root Cause/Why:** More consistency with the use of teaching at the designated times as prescribed by the master schedule are showing positive results. Continued inconsistent use of core instructional materials.

**Needs Statement 2 (Prioritized):** The California Dashboard reports overall student growth in MA by 4.7 points in Spring 2025. 25-26 math projected proficiency according to iReady has increased from 3% to 15%. Continued focus needed for student growth.

**Root Cause/Why:** Only about half of the grade levels chose to use the updated math program, the other half have chosen to stick with the outdated curriculum until

the new math adoption. Teachers report inconsistent understanding of how to use math / number talks. They are requesting PD. Inconsistent use of visual learning tools (manipulatives, charts, etc.) to build greater conceptual knowledge. Admin support.

**Needs Statement 3 (Prioritized):** Spring 2025 show a decline in EL performance by 3.8% to indicate that 43.7% are making progress.

**Root Cause/Why:** Many multilingual students are making their expected growth, but stagnate in their English development. Targeted designated ELD time needs to be built in to the daily master schedule and lessons delivered in ELD daily. Small group lesson delivery was not happening with consistency and the bilingual paraeducator often did not visit classroom to support students. Smaller number of EL students.

**Needs Statement 4 (Prioritized):** A significant number of students identified as Multi-Language Learners (MLLs) at our school require targeted support to accelerate their English language development. Current data indicates that many MLLs are not meeting expected annual growth benchmarks in English proficiency as measured by the ELPAC Summative Assessment. Without strategic intervention, these students risk falling further behind

**Root Cause/Why:** Smaller # of ELs due to reclassification of many the last couple of years. Inconsistent use of mandated district provided curriculum.

**Needs Statement 5 (Prioritized):** Progress made in LIs and SCs. Teachers are ready to learn about Learning Progressions and Common Formative Assessments.

**Root Cause/Why:** Teachers have expressed the willingness to learn about learning progressions and common formative assessments due to the shift to standards based grading.

**Needs Statement 6 (Prioritized):** Use the MTSS Guidelines to guide the design and implementation of a consistent and rigorous implementation system to support all students in academic growth. Positive growth made but still an area for improvement and focus.

**Root Cause/Why:** T2 and T3 interventions are inconsistently implemented based on teacher understanding of how to design intervention based on data from various curricular tools. Teacher autonomy in scheduling does not allow for a common grade level intervention time in order to support students with similar academic needs.

**Needs Statement 7 (Prioritized):** Spring 2025 show that our 5th grade students maintained at a 43.5 science points.

**Root Cause/Why:** Scheduling challenges for fidelity of science instruction. Inconsistent use of hands-on, inquiry based learning.

**Needs Statement 8 (Prioritized):** Continue in the development of T2 & T3 academic intervention support.

**Root Cause/Why:** Learning center team has worked well, but still new. Master scheduling has helped. Now teachers need more tools.

# Parental Engagement

## Parental Engagement Summary

Jack Northrop has a long standing tradition of family inclusion and involvement. 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, our Community Liaison and Family Ambassadors design and 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 actively recruiting family members to support the various committees that support multi-culturalism: AAAC & ELAC. We are continually recruiting parents for support with our PTO and SSC. A future goal is to increase volunteer support in monthly activities to help in student engagement.

In addition, this year we provided a foundation for some really cool family engagement events. These should be a wonderful building block for continually bringing our wonderful community together. Events include our Trunk or Treat, a Winter Wonderland, as well as our Open House Celebration.

## Parental Engagement Strengths

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

## Needs Statements Identifying Parental Engagement Needs

**Needs Statement 1 (Prioritized):** Spring 2025 Ca. Dashboard shows a decrease in the chronic absenteeism rate by 5.7% = 29.4%. The homeless population continues to show a high amount of chronic absenteeism.

**Root Cause/Why:** Parents and students became disengaged from the school due to family circumstances. School communication with the community was inconsistent. Attendance team was not regularly meeting. Incentives/disincentives were inconsistent. Failure to adequately understand and relate to the needs of our students and families..

**Needs Statement 2 (Prioritized):** 25-26 showed an increase in parent engagement and involvement. Continued focus needed.

**Root Cause/Why:** Requests from the community to grow this area include a predetermined calendar given at the beginning of the year. More bilingual staff and community members to build a bridge in communication. Increase communication through Parent Square, Social Media and Paper Flyers.

**Needs Statement 3 (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

This year, our Explorers have been redefining what it means to have a positive school culture and climate. This year, we have taken many steps to reduce the traditional and exclusionary practices that burden current educational practices. Our Jack Northrop Staff has worked to increase the consistency and use of district supported tools that support the whole child. We have strengthened our PBIS (Positive Behavioral Interventions and Supports) systems. As well, we are more committed to the routines and activities from Capturing Kids' Hearts, Kelso's Choices, and SecondStep. For students in conflict, we have introduced the Kelso's Choices contract, in which students determine the way they will resolve conflict. We believe students need to have a plan, and our job is to help them develop that plan.

Our JN team has made many adjustments to support students this year, which has reduced the number of students eloping and increased time in class. Supports include a SEL intervention teacher, more staff trained to support Check In -Check Out, Elevo Mentors, as well as only short term breaks allowed. Next steps include increased training on increasing MTSS support, as well developing student break spaces on campus and more opportunities for student mentorship. Staff has also agreed to improve and increase the use of restorative practices and structured play routines. In addition, there will be a whole school focus on systems aligned with Zones of Regulation so all students and staff will be using the same vocabulary.

## 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):** Spring 2025 Ca Dashboard shows that suspensions increased by 1.9% = 4.8% of all students suspended at least one day.. End of Year suspension rates for 25-26 = 34 suspensions, a decrease of 25 suspensions.

**Root Cause/Why:** Students are suspended primarily for fighting. Other disciplinary actions and restorative practices are being used. The staff is becoming more consistent with proactive measures.

**Needs Statement 2 (Prioritized):** Strengthen interpersonal relationships, enhance communication, and improve overall collaboration among staff members. By prioritizing intentional opportunities for connection and teamwork, the campus can cultivate a stronger sense of community, increase staff morale, and support a more effective and unified workforce.

**Root Cause/Why:** Limited structured opportunities for staff to engage in meaningful, non-task-related interaction have led to weakened interpersonal connections

and reduced collaboration across departments.

**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:** Youth Truth feedback highlights some students feel disconnected from their peers, impacting their overall school experience and engagement. Students become more dysregulated and are resorting to physical aggression to express their feelings.

**Needs Statement 4 (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.

# 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	Jack Northrop students will improve ELA proficiency across all assessment measures by the end of 2027-2028 school year, with the ELA CASSPP score increasing by at least 3.0 points above the scores to be reported from the Spring 2026 assessments.

## Identified Need

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

## 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 - English Language Arts (All Students Grades 3rd - 5th)	Spring 2025: 56.4 points below standard (yellow)	At least 53.4. This target may be adjusted based on Spring 2026 results.
CAASPP - English Language Arts (Multi-Lingual Learners)	Spring 2025: 73.4 points below standard (red) which was categorized as maintained due to -2.6 points with 52 students	At least 70.4 points below standard which may be adjusted based on Spring 2026 results.
CAASPP - English Language Arts (African American)	Spring 2025: 96.3 points below standard (red) which was categorized as declined by 9.3 points of the 59 students assessed.	At least 93.3 points below standard which may be adjusted based on Spring 2026 results.
CAASPP - English Language Arts (Socio-economically Disadvantaged)	Spring 2025: 59 points below standard (yellow) which was a 3.8 point increase.	56 points below standard which may be adjusted based on Spring 2026 results.
CAASPP - English Language Arts (Students with Disabilities)	Spring 2025: 112.5 points below standard (orange) which was a 10 point increase.	109.5 points below standard which may be adjusted based on Spring 2025 results

CAASPP - English Language Arts (Homeless)	Spring 2025: Number of students counted as homeless is 10. No performance color or data is provided for privacy purposes.	N/A
CAASPP - English Language Arts (Foster)	Spring 2025: Due to low number of recorded Foster students, there is not a status level at this time.	N/A

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 and structured literacy instruction using data to intentionally design for an increased use of small group instruction. Professional development and planning time will be provided for teachers and support staff on practices that support the increased use of small group instruction.	Homeless, Students with Disabilities, Low Income, Foster Youth, English Learners, All Students	\$10,000  \$5,000  \$1,000	Title 1 Account Code: 1000–1999 Certificated Personnel Salaries  LCFF - Base Account Code: 4000–4999 Books and Supplies  LCFF S/C Account Code: 4000–4999 Books and Supplies
1.1.2	Implement Teacher Clarity concepts within planning. Professional development and planning support for certificated staff will focus on learning progressions and the development of common formative assessments.	Foster Youth, All Students, English Learners, Low Income, Students with Disabilities	\$5,000	Title 1 Account Code: 1000–1999 Certificated Personnel Salaries

1.1.3	Continue the development and use of the progress monitoring systems for teacher support using walk throughs, coaching, and fidelity checklists with a focus of implementation of small group instruction and Teacher Clarity Lesson Design structures across classrooms. Additional student support tools may be purchased to support student development in this area, such as, Accelerated Reader, or other comparable comprehension building activities.	English Learners, Foster Youth, Low Income, Students with Disabilities, All Students	\$3,000  \$2,000	Title 1 Account Code: 1000–1999 Certificated Personnel Salaries  LCFF - Base Account Code: 4000–4999 Books and Supplies
1.1.4	All grade levels will continue to implement and refine the use of a Walk to Learn model to support Tier 2 literacy and foundational reading skill needs. This will be supported by the intervention teacher and MTSS Para-Educator, as well as by the special education staff as needed.	Students with Disabilities, Low Income, Foster Youth, English Learners, All Students	\$1,000  \$3,000  \$2,000	LCFF S/C Account Code: 2000–2999 Classified Personnel Salaries  Title 1 Account Code: 1000–1999 Certificated Personnel Salaries  LCFF - Base

1.1.5	The Learning Center Model will continue to be implemented to support students with Tier 3 ELA needs. Support with this model includes the continued use of the intervention teacher (TOSA), MTSS Para-Educator, and the special education staff.	Students with Disabilities, Low Income, Foster Youth, English Learners, All Students	<p>\$99,144</p> <p>\$3,000</p> <p>\$20,259</p> <p>\$16,473</p>	<p>Title 1 Account Code: 1000–1999 Certificated Personnel Salaries</p> <p>LCFF - Base Account Code: 4000–4999 Books and Supplies</p> <p>Title 1 Account Code: 2000–2999 Classified Personnel Salaries</p> <p>Title 1 Account Code: 3000–3999 Employee Benefits</p>
1.1.6	Increase Parental Engagement and Home-School Connection by increasing the communication and opportunities for literacy development at home that support increasing student reading practices and confidence. Opportunities may include, and are not limited to, involvement in ELAC, AAAC, special topics at Coffee with the Principal, and a family/community engagement event that supports literacy.	Students with Disabilities, Low Income, Foster Youth, English Learners, All Students	<p>\$2,000</p> <p>\$1,000</p> <p>\$2,000</p> <p>\$1,000</p>	<p>Title 1 Account Code: 1000–1999 Certificated Personnel Salaries</p> <p>Title 1 Account Code: 2000–2999 Classified Personnel Salaries</p> <p>Title 1 Account Code: 4000–4999 Books and Supplies</p> <p>LCFF - Base Account Code: 4000–4999 Books and Supplies</p>

1.1.7	To increase literacy development, JN will focus on increased writing opportunities which will include the professional development, coaching and planning opportunities in a standard writing system. In addition, a writing mentorship program will be developed with upper to lower grade buddy classes.	All Students	<p>\$7,000</p> <p>\$4,000</p> <p>\$1,000</p>	<p>Title 1 Account Code: 4000–4999 Books and Supplies</p> <p>Title 1 Account Code: 1000–1999 Certificated Personnel Salaries</p> <p>Title 1 Account Code: 2000–2999 Classified Personnel Salaries</p>

## Annual Review

### SPSA Year Reviewed: 2025-2026

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

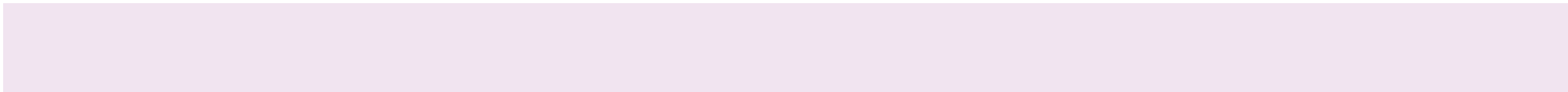
### Analysis

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

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

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

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



## Goal 1.2

Goal #	Description
Goal 1.2	Students at Jack Northrop will improve math proficiency across all math assessment measures by the end of 2026-2027 school year, with the Math CAASPP score increasing by at least 3.0 points on the California Dashboard from the Spring 2026 CAASPP assessment.

### Identified Need

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

### 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 - Mathematics (All Students Grades 3rd - 5th)	Spring 2025: 86.4 points below standard (yellow) which was an increase of 4.7 points	Minimum of 83.4 points below standard which may be adjusted based on Spring 2026 assessment results.
CAASPP - Mathematics (Multi-Lingual Learners)	Spring 2025: 84.7 points below standard (yellow) which was an increase of 12.3 points	Minimum of 81.7 points below standard which may be adjusted based on Spring 2026 assessment results.
CAASPP - Mathematics (African American)	Spring 2025: 122.2 points below standard (red) which was a decline of 8.3 points	Minimum of 119.2 points below standard which may be adjusted based on Spring 2026 assessment results.
CAASPP - Mathematics (Socioeconomically Disadvantaged)	Spring 2025: 89.1 points below standard (yellow) which was an increase of 3.7 points	Minimum of 86.1 points below standard which may be adjusted based on Spring 2026 assessment results.
CAASPP - Mathematics (Students with Disabilities)	Spring 2025: 153.7 points below standard (red) which was a decline of 17.1 points	Minimum of 150.7 points below standard which may be adjusted based on Spring 2026 assessment results.



1.2.2	Implementation of daily, targeted and structured mathematical instruction which aligns with the shifts in the updated California Framework for Mathematics. Professional development, coaching and collaboration / planning time is required to support the implementation in order to gain student benefit.	Students with Disabilities, Low Income, Foster Youth, English Learners, All Students	\$2,000  \$2,000	Title 1 Account Code: 1000–1999 Certificated Personnel Salaries  LCFF - Base Account Code: 4000–4999 Books and Supplies
1.2.3	Implement Teacher Clarity concepts with lesson planning, to include improving the use and consistency of Learning Intentions and Success Criteria that are supported by the work of mathematical learning progressions for the standards. Common formative assessments in regards to math will be supported through Professional Development, coaching and collaboration / planning time.	Students with Disabilities, Low Income, Foster Youth, English Learners, All Students	\$1,000  \$2,000	Title 1 Account Code: 1000–1999 Certificated Personnel Salaries  LCFF - Base Account Code: 4000–4999 Books and Supplies
1.2.4	Continue with the teaching and learning progress monitoring system, using walkthroughs, coaching and fidelity checklists to ensure consistent implementation of math strategies, such as, manipulatives, small group instruction, mental math strategies (ex. Number Talks), and Teacher Clarity Design.	Students with Disabilities, Low Income, Foster Youth, English Learners, All Students	\$1,000  \$1,000	Title 1 Account Code: 1000–1999 Certificated Personnel Salaries  LCFF - Base Account Code: 4000–4999 Books and Supplies

1.2.5	Design and implement targeted math interventions for upper-grade students, which may include a Walk to Learn model designed by grade level, 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, English Learners, All Students	\$4,000  \$2,000	Title 1 Account Code: 1000–1999 Certificated Personnel Salaries  LCFF - Base Account Code: 4000–4999 Books and Supplies
1.2.6	Increase Parental Engagement and Home-School Connection by providing tools / notes / samples for families to support students with homework and mathematical concept building. Creating a family engagement evening to focus on supporting math (Family Math Night).	Students with Disabilities, Low Income, Foster Youth, English Learners, All Students	\$1,000  \$500  \$2,000	Title 1 Account Code: 1000–1999 Certificated Personnel Salaries  Title 1 Account Code: 2000–2999 Classified Personnel Salaries  LCFF - Base Account Code: 4000–4999 Books and Supplies

## Annual Review

### SPSA Year Reviewed: 2025-2026

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

### Analysis

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

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

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 1.3

Goal #	Description
Goal 1.3	At least 50% of the EL students will progress at least one ELPI level based on the ELPAC assessments for 2027.

#### Identified Need

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

#### 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 Dashboard English Language Progress Indicator	Spring 2025: 43.7% designated as making progress which was a 3.8% decrease of the 71 students qualified as EL.	Increase to at least 50% making progress, which may be adjusted based on Spring 2026 assessment results.
Reclassification Rates	Spring 2026: 3 students reclassified.	Increase the reclassification rate to at least 10 students.

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 implement with fidelity the use of Designated and Integrated ELD instruction. Professional development will be provided that focuses on how to support Multi-Lingual Learners (MLLs) through Designated and Integrated ELD instruction.	English Learners	\$2,000	Title 1

1.3.2	Additional intervention support may be provided through designated EL instruction or after-school tutoring designed specifically for our MLLs.	English Learners	\$1,500	Title 1 Account Code: 1000–1999 Certificated Personnel Salaries
			\$1,000	LCFF - Base Account Code: 4000–4999 Books and Supplies
1.3.3	Support families of MLL students to provide an increase in resources for bridging the gap between home and school communication and opportunities for involvement. Increase the availability of bilingual staff and community members for more immediate communication. Provide at-home educational resources.	English Learners	\$1,000	Title 1 Account Code: 1000–1999 Certificated Personnel Salaries
			\$852	LCFF - Base Account Code: 4000–4999 Books and Supplies

## Annual Review

### SPSA Year Reviewed: 2025-2026

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

### Analysis

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

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

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 1.4

Goal #	Description
Goal 1.4	Jack Northrop students will improve proficiency for students in 5th grade as measured through the CAST assessment, and reported on the California Dashboard, by at least 2.0 points from the reported Spring 2026 assessments. Spring 2025 scores are reported at 43.5 points, which places our 5th graders at a maintenance level and in the orange band on the low achievement measurement line. By improving at least 2 points, JN will be able to move into the medium measurement line and improve to either yellow or green status.

### 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
CAASPP - Science (All 5th Grade)	Spring 2025: 43.5 points (orange) which was a maintenance by 1 point from Spring 2024 with 100 students.	Increase by at least 2 points, which would be 45.5 points and increases from the orange to the yellow band.

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, and cross-curricular connections to build scientific knowledge and real-world application skills.	Students with Disabilities, Low Income, Foster Youth, English Learners, All Students	\$1,000  \$500	Title 1 Account Code: 1000–1999 Certificated Personnel Salaries  LCFF - Base Account Code: 4000–4999 Books and Supplies

# Annual Review

## SPSA Year Reviewed: 2025-2026

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

### Analysis

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

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

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 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 2026-2027 school year, as evidenced by increased student participation and integration of arts learning across the curriculum as well as increased attendance on music days.

### 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	Provide weekly music lessons for grades 3rd through 6th. Grades K-2 will participate in weekly lessons for at least half of the school year. Development of music electives for 5th and 6th grade.	Students with Disabilities, Low Income, Foster Youth, English Learners, All Students	<p>\$50,000</p> <p>\$30,000</p> <p>\$5,000</p>	<p>Prop 28: Arts &amp; Music in Schools 80% - Employment Account Code: 1000-1999 Certificated Personnel Salaries</p> <p>Prop 28: Arts &amp; Music in Schools 20% Account Code: 4000-4999 Books and Supplies</p> <p>Prop 28: Arts &amp; Music in Schools 80% - Employment Account Code: 1000-1999 Certificated Personnel Salaries</p>
1.5.2	Integrate arts into core content areas by offering professional development and planning support for classroom teachers. Development of arts based electives for 5th and 6th grade.	Low Income, Students with Disabilities, Foster Youth, English Learners, All Students	<p>\$15,000</p> <p>\$4,955.12</p>	<p>Prop 28: Arts &amp; Music in Schools 20% Account Code: 5000-5999 Services and Other Operating Expenditures</p> <p>Prop 28: Arts &amp; Music in Schools 20% Account Code: 4000-4999 Books and Supplies</p>

## Annual Review

### SPSA Year Reviewed: 2025-2026

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

## Analysis

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

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

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

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

## Goal 2.1

Goal #	Description
Goal 2.1	Foster students' social-emotional growth by the end of the 2026-2027 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.

### 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?	December 2025: 37% Positive	December 2026: 45% Positive
YouthTruth Survey (Families - Resources): My school has the resources necessary to achieve learning goals.	December 2025: 70% Positive	December 2026: 75% Positive
YouthTruth Survey (Students - Relationships): Is your teacher fair to you?	December 2025: 73% Positive	December 2026: 78% Positive
YouthTruth Survey (Families - Engagement): Parent/family members are included in planning school activities.	December 2025: 63% Positive	December 2026: 66% Positive
YouthTruth Survey (Students - Culture): Do students behave in class?	December 2025: 12% Positive	December 2026: 17% Positive

YouthTruth Survey (Families - Safety): My child's learning environment is safe.	December 2025: 79% Positive (an increase of 13% points and much more parent participation in the survey)	December 2026: 84% Positive
YouthTruth Survey (Families - Culture): My school creates a friendly environment.	December 2025: 79% Positive (an increase of 18%)	December 2026: 84% Positive
YouthTruth Survey (Families - Relationships): I feel comfortable approaching teachers about my child's progress.	December 2025: 93% Positive (an increase of 17%)	December 2026: 95% Positive
YouthTruth (Families - Communication and Feedback): Teachers communicate expectations for my child's progress.	December 2025: 77% Positive	December 2026: 82% 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.	All Students, English Learners, Foster Youth, Low Income, Students with Disabilities	\$5,000  \$5,000  \$1,000	Title 1 Account Code: 1000–1999 Certificated Personnel Salaries  Title 1 Account Code: 2000–2999 Classified Personnel Salaries  LCFF - Base Account Code: 4000–4999 Books and Supplies

2.1.2	Provide Professional Development in a Tiered Approach to staff regarding MTSS Guidelines, UDL, and flexible learning environments. The Instructional Leadership Team (ILT) will be redesigned to support the work of the staff in growing in knowledge and skill set of MTSS, UDL, and flexible learning environments.	Students with Disabilities, Low Income, Foster Youth, English Learners, All Students	<p>\$2,000</p> <p>\$1,000</p> <p>\$500</p>	<p>Title 1 Account Code: 1000–1999 Certificated Personnel Salaries</p> <p>Title 1 Account Code: 2000–2999 Classified Personnel Salaries</p> <p>LCFF - Base Account Code: 4000–4999 Books and Supplies</p>
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## Annual Review

### SPSA Year Reviewed: 2025-2026

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

### Analysis

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

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

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

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



## Goal 2.2

Goal #	Description
Goal 2.2	Improve student behavior and schoolwide consistency by the end of the 2026-2027 school year through full implementation of MTSS Supports with 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.

### 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 (All Students)	Spring 2025: 4.8% suspended at least one day which is an increase of 1.9% of 754 students.	Decrease the suspension rate by at least 1.0 point = 3.8% moving into the yellow band from the orange. This may be adjusted based on Spring 2026 results of the California Dashboard.
Suspension Rate (African Americans)	Spring 2025: 9.7% suspended at least one day which was an increase of 5% of 216 students.	Decrease the suspension rate by at least 1.0 point = 8.7% moving into the yellow band from red. This may be adjusted based on Spring 2026 results of the California Dashboard.
Suspension Rate (Multi-Lingual Learners)	Spring 2026: 2% suspended at least one day which was an increase of 0.4% of 101 students.	Decrease the suspension rate by at least 1.0 point = 1% moving from orange to green bands. This may be adjusted based on Spring 2026 results of the California Dashboard.
Suspension Rate (Socioeconomically Disadvantaged)	Spring 2026: 5.1% suspended at least one day which was an increase of 2.1% of 682 students.	Decrease the suspension rate by at least 1.0 point = 1.1% moving from red to yellow bands. This may be adjusted based on Spring 2026 results of the California Dashboard.

Suspension Rate (Students with Disabilities)	Spring 2026: 7.3% suspended at least one day which was an increase of 3.9% of 164 students.	Decrease the suspension rate by at least 1.0 point = 6.3% from red to yellow. This may be adjusted based on Spring 2026 results of the California Dashboard.
Suspension Rate (Homeless)	Spring 2026: 9.3% suspended at least one day which was an increase of 6.2% of 54 students.	Decrease the suspension rate by at least 1.0 point = 8.3% from red to yellow. This may be adjusted based on Spring 2026 results of the California Dashboard.
Suspension Rate (Foster)	Spring 2026: 8.3% suspended at least one day which was an increase of 0.9% of 24 students.	Decrease the suspension rate by at least 1.0 point = 7.3%. There is not a performance band color due to the small size of the group. This may be adjusted based on Spring 2026 results of the California Dashboard.
Chronic Absenteeism (All Students)	Spring 2025: 29.4% chronically absent = 5.7% decline	Decline by at least 3.0% = 26.4% remaining in the yellow band. This may be adjusted based on Spring 2026 results of the California Dashboard.
Chronic Absenteeism (African Americans)	Spring 2025: 42.9% chronically absent = 5.1% decline	Decline by at least 3.0% = 39.9% remaining in the yellow band. This may be adjusted based on Spring 2026 results of the California Dashboard.
Chronic Absenteeism (Multi-Lingual Learners)	Spring 2025: 12.1% chronically absent = 15.5% decline	Decline by at least 3.0% = 12.5% remaining in the yellow band. This may be adjusted based on Spring 2026 results of the California Dashboard.
Chronic Absenteeism (Socioeconomically Disadvantaged)	Spring 2025: 31.2% chronically absent = 4.7% decline	Decline by at least 3.0% = 28.2% remaining in the yellow band. This may be adjusted based on Spring 2026 results of the California Dashboard.
Chronic Absenteeism (Students with Disabilities)	Spring 2025: 30.8% chronically absent = 13.9% decline	Decline by at least 3.0% = 27.8% remaining in the yellow band. This may be adjusted based on Spring 2026 results of the California Dashboard.

Chronic Absenteeism (Homeless)	Spring 2025: 63.8% chronically absent = 2.8% increase	Decline by at least 3.0% = 60.8% moving into the yellow band. This may be adjusted based on Spring 2026 results of the California Dashboard.
Chronic Absenteeism (Foster)	Spring 2025: 19% chronically absent = 12.8% decline of 21 students	Decline by at least 3.0% = 16%. This group is too small to have a performance band color. This may be adjusted based on Spring 2026 results of the California Dashboard.
Youth Truth Students (Belonging) "Do you feel like an important part of your school?"	Spring 2025: 37% positive (decline from 39%)	December 2026: 42% positive
Youth Truth Students (Relationships) "Is your teacher fair to you?"	Spring 2025: 73% positive (increase from 72%)	December 2026: 78% positive
Youth Truth Students (Culture) "Do students behave in class?"	Spring 2025: 12% positive (increase from 10%)	December 2026: 17% positive
Youth Truth Families (Resources) "My school has the resources necessary to achieve learning goals."	December 2025: 70% positive (increase from 62%)	December 2026: 75% positive
Youth Truth Families (Engagement) "Parent/family members are included in planning school activities."	December 2025: 63% positive (increase from 59%)	December 2026: 68% positive
Youth Truth Families (Safety) "My child's learning environment is safe."	December 2025: 79% positive (increase from 66%)	December 2026: 84% positive
Youth Truth Families (Culture) "My school creates a friendly environment."	December 2025: 79% positive (increase from 61%)	December 2026: 84% positive

Youth Truth Families (Relationships) "I feel comfortable approaching teachers about my child's progress."	December 2025: 93% positive (increase from 76%)	December 2026: 95% positive
Youth Truth Families (Communication & Feedback) "Teachers communicate expectations for my child's progress."	December 2025: 77% positive (decline from 88%)	December 2026: 82% 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)
2.2.1	Using the MTSS Tiered Intervention Guidelines, implement tiered behavior interventions and individualized support plans for students with ongoing behavioral challenges. Continue refining the identification of need and intervention practices documented through the SST or IEP or 504 process.	All Students, English Learners, Foster Youth, Low Income, Students with Disabilities	\$2,000  \$1,500	Title 1 Account Code: 1000–1999 Certificated Personnel Salaries  LCFF - Base Account Code: 4000–4999 Books and Supplies
2.2.2	Implement restorative practices, including circles and conferences, to address conflicts, build community, and reduce reliance on suspension.	Students with Disabilities, Low Income, Foster Youth, English Learners, All Students	\$1,000	LCFF - Base Account Code: 4000–4999 Books and Supplies

2.2.3	CCSPP: Strategy 3: Collaborative Leadership: 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.	Students with Disabilities, Low Income, Foster Youth, English Learners, All Students	<p>\$500</p> <p>\$10,000</p> <p>\$10,000</p>	<p>LCFF - Base Account Code: 4000–4999 Books and Supplies</p> <p>California Community Schools Partnership Program Account Code: 2000–2999 Classified Personnel Salaries</p> <p>California Community Schools Partnership Program Account Code: 1000–1999 Certificated Personnel Salaries</p>
2.2.4	Provide staff training in trauma-informed, culturally responsive, and equitable discipline practices to support appropriate and inclusive responses to behavior.	Low Income, Students with Disabilities, Foster Youth, English Learners, All Students	<p>\$2,000</p> <p>\$1,000</p> <p>\$2,000</p>	<p>Title 1 Account Code: 1000–1999 Certificated Personnel Salaries</p> <p>Title 1 Account Code: 2000–2999 Classified Personnel Salaries</p> <p>LCFF - Base Account Code: 4000–4999 Books and Supplies</p>

## Annual Review

SPSA Year Reviewed: 2025-2026

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

## **Analysis**

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

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

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

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

## Goal 2.3

Goal #	Description
Goal 2.3	Increase students' sense of belonging and connection to school by the end of 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
YouthTruth Students (Belonging): "Do you feel safe at school?"	December 2025: 63% Positive (increase from 57%)	December 2026: 68% positive.
YouthTruth Students (Belonging): "Can you be yourself with other students?"	December 2025: 49% Positive (decrease from 56%)	December 2026: 54% positive.
YouthTruth Students (Belonging): "Are students friendly to you? "	December 2025: 34% Positive (decrease from 41%)	December 2026: 39% positive.
YouthTruth Students (Belonging): "De you feel like an important part of your school?"	December 2025: 37% Positive (decrease from 39%)	December 2026: 42% 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)
2.3.1	CCSPP: Strategy 2: Centering Community-Based Learning: 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	<p>\$10,000</p> <p>\$10,000</p> <p>\$14,316.80</p>	<p>California Community Schools Partnership Program Account Code: 1000–1999 Certificated Personnel Salaries</p> <p>California Community Schools Partnership Program Account Code: 2000–2999 Classified Personnel Salaries</p> <p>California Community Schools Partnership Program Account Code: 4000–4999 Books and Supplies</p>
2.3.2	Develop Safe Spaces - both in and out of the classroom - for students to regulate and be provided with support. Options for Safe Spaces include developing calming areas within classrooms, a sensory room, counseling and / or mentoring support spaces.	Students with Disabilities, Low Income, Foster Youth, English Learners, All Students	<p>\$2,227</p> <p>\$1,000</p>	<p>LCFF S/C Account Code: 4000–4999 Books and Supplies</p> <p>LCFF S/C Account Code: 4000–4999 Books and Supplies</p>
2.3.3	Develop a student council using 5th and 6th grade students as the representatives and decision makers.	All Students		
2.3.4	In order to develop a sense of belonging, a four house system will be developed that will encourage cross grade level mentoring.	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.

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 3.1

Goal #	Description
Goal 3.1	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 improve 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.

#### 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)	Spring 2025: 29.4% chronically absent (decline of 5.7%)	Decrease by 3% to maintain yellow status = 26.4%. This may be adjusted based on Spring 2026 results of the California Dashboard.
Chronic Absenteeism Rate (English Learners)	Spring 2025: 12.1% chronically absent (decline of 15.5%).	Decrease by 3% to maintain yellow status = 9.1%. This may be adjusted based on Spring 2026 results of the California Dashboard.
Chronic Absenteeism Rate (Students with Disabilities)	Spring 2025: 30.8% chronically absent (decline of 13.9%).	Decrease by 3% to maintain yellow status = 27.8%. This may be adjusted based on Spring 2026 results of the California Dashboard.
Chronic Absenteeism Rate (African Americans)	Spring 2025: 42.9% chronically absent (decline of 5.1%).	Decrease by 3% to maintain yellow status = 39.9%. This may be adjusted based on Spring 2026 results of the California Dashboard.

Chronic Absenteeism Rate (Foster Youth)	Spring 2025: 19% chronically absent (decline of 12.8%).	Decrease by 3% = 16%. There is not performance band color due to the small size of this demographic group. This may be adjusted based on Spring 2026 results of the California Dashboard.
Chronic Absenteeism Rate (Homeless)	Spring 2025: 63.8% chronically absent (increase of 2.8%).	Decrease by 3% = 60.8% to improve from red to yellow status. This may be adjusted based on Spring 2026 results of the California Dashboard.
Chronic Absenteeism Rate (Socio-economically Disadvantaged)	Spring 2025: 31.2% chronically absent (decline of 4.7%)	Decrease by 3% = 18.2% to maintain yellow status. This may be adjusted based on Spring 2026 results of the California Dashboard.
Youth Truth (Families: Safety) "My child's learning environment is safe."	December 2025: 79% positive (increase from 66%)	December 2026: 84% positive
Youth Truth (Staff: Safety) "I feel safe at school."	December 2026: 86% positive (increase from 54%)	December 2026: 90% positive
Youth Truth (Families: Engagement) "I feel empowered to play a meaningful role in decision-making at my school."	December 2025: 61% positive (increase from 51%)	December 2026: 66% positive
Youth Truth (Families: Resources) "My school has the resources necessary to achieve learning goals."	December 2025: 70% positive (increase from 62%)	December 2026: 75% positive
Youth Truth Participation: Families # of families participating on Local Climate Survey	December 2025: 104 families participated, which is an increase from 37 in 2024. The response rate was 17% up from 7%.	December 2026: Increase to a 20% response rate.

Youth Truth Participation: Students # of students participating on Local Climate Survey	December 2025: 242 students participated, which is an increase from 192 students in 2024. The response rate increased from 65% to 90%.	December 2026: Increase to a 95% response rate.
Youth Truth Participation: Staff # of staff participating on Local Climate Survey	December 2025: 87 staff members participated, which is an increase from 26 in 2024. The response rate increased from 62% to 87%.	December 2026: Increase to a 92% response 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	CCSPP Strategy 1: Shared Commitment, Understanding, and Priorities: Continued implement and updating of 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. Operational Expenses to include materials and supplies that support a safe learning environment.	All Students, English Learners, Foster Youth, Low Income, Students with Disabilities	\$5,000  \$10,000  \$1,000	LCFF S/C Account Code: 4000–4999 Books and Supplies  California Community Schools Partnership Program Account Code: 2000–2999 Classified Personnel Salaries  LCFF S/C Account Code: 4000–4999 Books and Supplies

3.1.2	CCSPP: Strategy 4: Sustaining Staff and Resources: 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, Low Income, Foster Youth, English Learners, All Students	\$500  \$208  \$5,000	Title 1 Account Code: 1000–1999 Certificated Personnel Salaries  Title 1 Account Code: 2000–2999 Classified Personnel Salaries  California Community Schools Partnership Program Account Code: 2000–2999 Classified Personnel Salaries
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.	Students with Disabilities, Low Income, Foster Youth, English Learners, All Students	\$1,000  \$1,000	Title 1 Account Code: 1000–1999 Certificated Personnel Salaries  LCFF - Base Account Code: 4000–4999 Books and Supplies

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	\$700  \$300  \$1,000	Title 1 Account Code: 1000–1999 Certificated Personnel Salaries  Title 1 Account Code: 2000–2999 Classified Personnel Salaries  LCFF - Base Account Code: 4000–4999 Books and Supplies
3.1.5	Development of structured play and alternative activities during unstructured times, such as recess and lunch. Redefine outdoor spaces to increase positive collaboration and foster connectiveness with students. Implement the use of Junior Coaches as an Honors PE program for 5th and 6th grade students.	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.

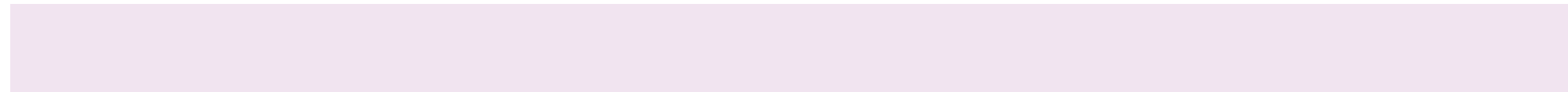
### Analysis

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

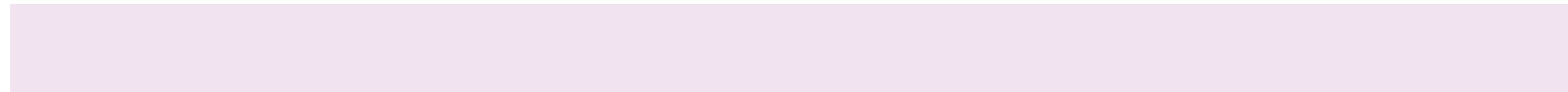
Describe the overall implementation and effectiveness of the strategies/activities to achieve the articulated goal.

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 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 26.4% 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 (All Students)	Spring 2025: 29.4% chronically absent (decline of 5.7%)	Decrease by 3% to maintain yellow status = 26.4%. This may be adjusted based on Spring 2026 results of the California Dashboard.
Chronic Absenteeism (African Americans)	Spring 2025: 42.9% chronically absent (decline of 5.1%).	Decrease by 3% to maintain yellow status = 39.9%. This may be adjusted based on Spring 2026 results of the California Dashboard.
Chronic Absenteeism (English Learners)	Spring 2025: 12.1% chronically absent (decline of 15.5%).	Decrease by 3% to maintain yellow status = 9.1%. This may be adjusted based on Spring 2026 results of the California Dashboard.
Chronic Absenteeism (Foster Youth)	Spring 2025: 19% chronically absent (decline of 12.8%).	Decrease by 3% = 16%. There is not performance band color due to the small size of this demographic group. This may be adjusted based on Spring 2026 results of the California Dashboard.

Chronic Absenteeism (Homeless)	Spring 2025: 63.8% chronically absent (increase of 2.8%).	Decrease by 3% = 60.8% to improve from red to yellow status. This may be adjusted based on Spring 2026 results of the California Dashboard.
Chronic Absenteeism (Socio-economically Disadvantaged)	Spring 2025: 31.2% chronically absent (decline of 4.7%)	Decrease by 3% = 18.2% to maintain yellow status. This may be adjusted based on Spring 2026 results of the California Dashboard.
Chronic Absenteeism (Students with Disabilities)	Spring 2025: 30.8% chronically absent (decline of 13.9%).	Decrease by 3% to maintain yellow status = 27.8%. This may be adjusted based on Spring 2026 results of the California Dashboard.
Youth Truth (Families: Safety) "My child's learning environment is safe."	December 2025: 79% positive (increase from 66%)	December 2026: 84% positive
Youth Truth (Staff: Safety): "I feel safe at school."	December 2026: 86% positive (increase from 54%)	December 2026: 90% positive
Youth Truth (Families: Engagement): "I feel empowered to play a meaningful role in decision-making at my school."	December 2025: 61% positive (increase from 51%)	December 2026: 66% positive
Youth Truth (Families: Resources): "My school has the resources to achieve learning goals."	December 2025: 70% positive (increase from 62%)	December 2026: 75% 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)
3.2.1	CCSPP: Strategy 5: Strategic Community Partnerships: Foster strong student-teacher relationships and a positive, inclusive school culture to ensure all students feel safe, valued, and connected to the school community. In addition, mentors will be provided to support students with Tier 2 problem solving for behavior and SEL situations.	Students with Disabilities, Foster Youth, Low Income, English Learners, All Students	\$95,641	California Community Schools Partnership Program Account Code: 5000–5999 Services and Other Operating Expenditures
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	\$500  \$500  \$3,000	Title 1 Account Code: 1000–1999 Certificated Personnel Salaries  Title 1 Account Code: 2000–2999 Classified Personnel Salaries  LCFF - Base Account Code: 4000–4999 Books and Supplies

## Annual Review

### SPSA Year Reviewed: 2025-2026

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

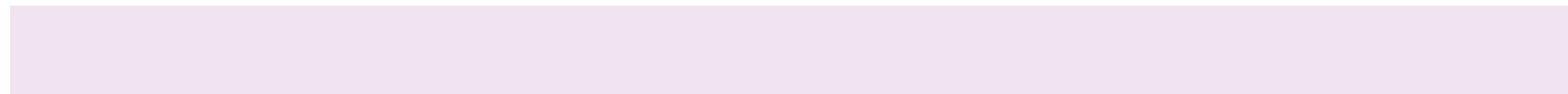
### Analysis

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

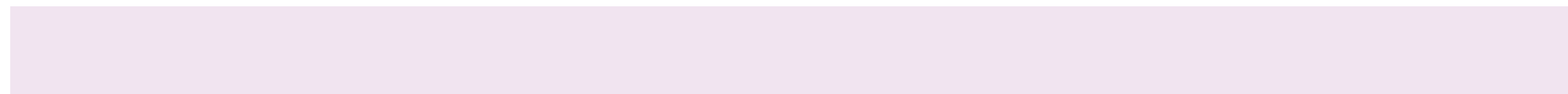
Describe the overall implementation and effectiveness of the strategies/activities to achieve the articulated goal.

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	\$222,584.00
Total Federal Funds Provided to the School from the LEA for CSI	
Total Funds Budgeted for Strategies to Meet the Goals in the SPSA	\$540,575.92

## 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	\$222,584.00
Comprehensive Support and Improvement (CSI)	\$0.00
Title I Centralized Services	\$0.00

Subtotal of additional federal funds included for this school: \$222,584.00

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

State or Local Programs	Allocation (\$)
LCFF S/C	\$45,299.00
LCFF - Base	\$67,946.00
California Community Schools Partnership Program	\$314,745.00
Prop 28: Arts & Music in Schools 20%	\$64,301.00
Prop 28: Arts & Music in Schools 80% - Employment	\$199,820.48
Equity Multiplier	\$0.00

Unrestricted State Lottery	\$0.00
ELO-P	\$100,000.00
Donations	\$0.00

Subtotal of state or local funds included for this school: \$792,111.48

Total of federal, state, and/or local funds for this school: \$1,014,695.48

## 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:

<b>Signature</b>	<b>Committee or Advisory Group Name</b>
Diana Silva - SSC	Pittaya Karas - SSC
Elena Gonzalez - SSC	Jackie Leon - SSC
Breanna Gardley - SSC	Gabriela Santos Cruz - SSC
Patsy Lapora - SSC	SSC

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 05/27/2026.

Attested:

Principal, Allison Harmon on 05/27/2026

SSC Chairperson, Jeanette Gonzalez Shim on 05/27/2026