

# Goals, Strategies, & Proposed Expenditures

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

## Goal 1

### Title and Description of School Goal

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

#### English Language Arts (ELA)

By June 2026, the percentage of of K-1st grade students scoring at or above Benchmark on EOY mCLASS DIBELS will be 80%.

By June 2026, the percentage of 2nd - 6th grade students scoring met or exceed on the Achieve 3000 Level Set Assessment will increase from 56% to 60%.

By June 2026, the percentage of 3rd - 6th grade students scoring met or exceed on the California Assessment of Student Performance and Progress (CAASPP) ELA will increase from 63% to 67%.

### LCAP Goal to which this School Goal is Aligned

LCAP goal to which this school goal is aligned.

**ACADEMICS:** Increase student achievement and provide equitable learning opportunities for all students through the implementation of research-based strategies that enhance Tier I instruction across all academic content areas aligned to the California Curriculum Frameworks.

**EDUCATIONAL PARTNER ENGAGEMENT:** Cultivate and increase engagement among educational partners to foster a sense of shared responsibility and accountability in supporting the home-school connection and high-quality learning experiences for all students.

### Identified Need

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

Students in all grades, including all our target groups: English Learners, Foster Youth, Homeless Youth, socioeconomically disadvantaged students, and students with disabilities, need to demonstrate increased proficiency on the district local measures assessments and state exams for English Language Arts. Students will improve foundational skills in reading, as well as reading comprehension through ongoing instruction, support, and intervention.

### 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
mCLASS DIBELS K-1st Grade		2026 SSES By June 2026, the percentage of of K-1st grade students scoring at or above Benchmark on EOY mCLASS DIBELS will be 80%.
Achieve 3000 Level Set Assessment 2nd - 6th Grade	2025 SSES EOY All 2nd - 6th Grade - 56% of students scoring met/exceed.  Multilingual English Learners - 12% of students scoring met/exceed.	2026 SSES EOY All 2nd - 6th Grade - 60% of students scoring met/exceed.  Multilingual English Learners - 16% of students scoring met/exceed.

	Students with Disabilities - 14% of students scoring met/exceed.  Socioeconomically Disadvantaged - 39% of students scoring met/exceed.	Students with Disabilities - 18% of students scoring met/exceed.  Socioeconomically Disadvantaged - 43% of students scoring met/exceed.
CAASPP ELA Assessment 3rd - 6th Grade	2025 SSES All 3rd - 6th Grade - 63% of students scoring met/exceed.  Multilingual English Learners - 11% of students scoring met/exceed.  Students with Disabilities - 16% of students scoring met/exceed.  Socioeconomically Disadvantaged - 47% of students scoring met/exceed.	2026 SSES All 3rd - 6th Grade - 67% of students scoring met/exceed.  Multilingual English Learners - 15% of students scoring met/exceed.  Students with Disabilities - 20% of students scoring met/exceed.  Socioeconomically Disadvantaged - 51% of students scoring met/exceed.

## Strategies/Activities

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

Strategy/Activity #	Description	Students to be Served	Proposed Expenditures
1.1	Supplemental Instructional Strategies: This strategy provides additional opportunities for students to be exposed to a variety of texts, resources, and experiences that support engagement in literacy. Students will be provided with supplemental standards aligned instructional materials, programs, reading intervention and phonics resources, supplies, and program licenses as necessary for mastery of standards. To support and supplement classroom instruction with real-world experiences, students will be given the opportunity to have access and transportation to grade level opportunities that facilitate inquiry and enhance their classroom learning. This will assist in increasing the number of struggling students meeting and exceeding state standards in local measures (CVESD Reading Assessments and Achieve 3000) and CAASPP ELA.	All Students	3,800 LCFF 4000-4999: Books And Supplies Supplemental Instructional Materials 758 LCFF 5000-5999: Services And Other Operating Expenditures Access to Grade Level Opportunities
1.2	Professional Development: Administrators, teachers, counselors, and classified staff will attend conferences, trainings, book studies, and other Professional Development (PD) opportunities focused on improving the academic achievement of students in the areas of literacy skills, social-emotional needs, and technology enhanced instruction. PD trainings may include, but are not limited to teacher leadership trainings, and other school site council approved PD opportunities. After attending PD opportunities, attendees will present what they learned to members of our Instructional Leadership Team (ILT). ILT will meet after school to plan and facilitate cycles of professional learning centered around research based instructional practices and district instructional focus. Additional release time and	All Students	1,500 LCFF 5800: Professional/Consulting Services And Operating Expenditures Professional Development (Conferences, Substitutes, Supplies, Refreshments) 2,000 LCFF 1000-1999: Certificated Personnel Salaries Extra Duty 1,500 LCFF - Carryover

	extra duty will be provided to ILT and classroom teachers to serve as instructional coaches and provide support for classroom resources, lesson planning, modeling lessons, academic interventions, and working collaboratively with teachers.		5800: Professional/Consulting Services And Operating Expenditures Professional Development (Conferences, Substitutes, Supplies, Refreshments) 750 LCFF - Carryover 1000-1999: Certificated Personnel Salaries Extra Duty 167 Title I Carryover 5800: Professional/Consulting Services And Operating Expenditures Professional Development (Conferences, Substitutes, Supplies, Refreshments)
1.3	Classroom Teacher Support: Release time and extra duty will be provided to teachers to support curriculum development, lesson planning, development of common formative assessments, and data analysis from local measures and state assessments to determine areas of need for students who are underperforming. This includes Dual Language Immersion and upper grade classroom teachers. Using this information, teachers will provide differentiated instruction and small group interventions to help students meet end of year goals.	All Students	2,000 LCFF 1000-1999: Certificated Personnel Salaries Substitutes and Extra Duty 779 LCFF - Carryover 1000-1999: Certificated Personnel Salaries Substitutes and Extra Duty
1.4	Technology: Technology purchases and maintenance will be provided to support supplementary instructional goals for literacy support and for students to access digital learning materials and licenses (ex. computers, iPads, chargers, headphones, dongles).	All Students	1,500 LCFF 4000-4999: Books And Supplies Classroom Technology
1.5	Parent Trainings and Workshops: To support increased student achievement, parents will be provided opportunities to attend parent trainings and workshops to guide parents regarding the academic and the social emotional needs of their students. Certificated staff will be provided with extra duty to plan and lead parent trainings that allow parents to further support the academic and personal development of their students. Materials and resources will be purchased as necessary to assist parents in supporting their student's academic progress. Parents and community members will present what they learned from trainings by sharing during meetings such as School Site Council (SSC), English Learner Advisory Committee (ELAC), and other parent/community meetings.	All Students	400 Title I Part A: Parent Involvement 5000-5999: Services And Other Operating Expenditures Parent Education (Conferences, Technology, Supplies) 150 Title I 1000-1999: Certificated Personnel Salaries Extra Duty 200 LCFF - Carryover 5000-5999: Services And Other Operating Expenditures Parent Education (Conferences, Technology, Supplies, Refreshments) 200 LCFF - Carryover 1000-1999: Certificated Personnel Salaries

# Annual Review

**SPSA Year Reviewed: 2024-25**

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

## Analysis

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

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.

# Goals, Strategies, & Proposed Expenditures

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

## Goal 2

### Title and Description of School Goal

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

#### Mathematics

By June 2026, the percentage of K - 6th grade students scoring met on the iReady Diagnostic Assessment will increase from 39% to 43%.

By June 2026, the percentage of 3rd - 6th grade students scoring met or exceed on CAASPP Mathematics will increase from 51% to 55%.

### LCAP Goal to which this School Goal is Aligned

LCAP goal to which this school goal is aligned.

ACADEMICS: Increase student achievement and provide equitable learning opportunities for all students through the implementation of research-based strategies that enhance Tier I instruction across all academic content areas aligned to the California Curriculum Frameworks.

EDUCATIONAL PARTNER ENGAGEMENT: Cultivate and increase engagement among educational partners to foster a sense of shared responsibility and accountability in supporting the home-school connection and high-quality learning experiences for all students.

### Identified Need

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

Students in all grades, including all our target groups: English Learners, Foster Youth, Homeless Youth, socioeconomically disadvantaged students, and students with disabilities, need to demonstrate increased proficiency on the district local measures assessments and state exams for mathematics.

### Annual Measurable Outcomes

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

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
iReady Diagnostic Assessment K - 6th Grade	<p>2025 SSES EOY All K - 6th Grade - 39% of students scoring met.</p> <p>Multilingual English Learners - 12% of students scoring met.</p> <p>Students with Disabilities - 7% of students scoring met.</p> <p>Socioeconomically Disadvantaged - 26% of students scoring met.</p>	<p>2026 SSES EOY All K - 6th Grade - 43% of students scoring met.</p> <p>Multilingual English Learners - 16% of students scoring met.</p> <p>Students with Disabilities - 11% of students scoring met.</p> <p>Socioeconomically Disadvantaged - 30% of students scoring met.</p>
CAASPP Math Assessment 3rd - 6th Grade	<p>2025 SSES All 3rd - 6th Grade - 51% of students scoring met/exceed.</p>	<p>2026 SSES All 3rd - 6th Grade - 55% of students scoring met/exceed.</p>

	Multilingual English Learners - 28% of students scoring met/exceed.	Multilingual English Learners - 32% of students scoring met/exceed.
	Students with Disabilities - 11% of students scoring met/exceed.	Students with Disabilities - 15% of students scoring met/exceed.
	Socioeconomically Disadvantaged - 35% of students scoring met/exceed.	Socioeconomically Disadvantaged - 39% of students scoring met/exceed.

## Strategies/Activities

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

Strategy/Activity #	Description	Students to be Served	Proposed Expenditures
2.1	Supplemental Instructional Strategies: This strategy provides additional opportunities for students to be exposed to a variety of texts, resources, and experiences that support engagement in numeracy. Students will be provided with supplemental standards aligned instructional materials, manipulatives, supplies, and program licenses as necessary for mastery of standards. To support and supplement classroom instruction with real-world experiences, students will be given the opportunity to have access and transportation to grade level opportunities that facilitate inquiry and enhance their classroom learning. This will assist in increasing the number of struggling students meeting and exceeding state standards in local measures (iReady) and CAASPP Mathematics.	All Students	3,800 LCFF 4000-4999: Books And Supplies Supplemental Instructional Materials 758 LCFF 5000-5999: Services And Other Operating Expenditures Access to Grade Level Opportunities
2.2	Professional Development: Administrators, teachers, counselors, and classified staff will attend conferences, trainings, book studies, and other Professional Development (PD) opportunities focused on improving the academic achievement of students in the areas of literacy skills, social-emotional needs, and technology enhanced instruction. PD trainings may include, but are not limited to teacher leadership trainings, and other school site council approved PD opportunities. After attending PD opportunities, attendees will present what they learned to members of our Instructional Leadership Team (ILT). ILT will meet after school to plan and facilitate cycles of professional learning centered around research based instructional practices and district instructional focus. Additional release time and extra duty will be provided to ILT and classroom teachers to serve as instructional coaches and provide support for classroom resources, lesson planning, modeling lessons, academic interventions, and working collaboratively with teachers.	All Students	1,500 LCFF 5800: Professional/Consulting Services And Operating Expenditures Professional Development (Conferences, Substitutes, Supplies, Refreshments) 2,000 LCFF 1000-1999: Certificated Personnel Salaries Extra Duty 1,500 LCFF - Carryover 5800: Professional/Consulting Services And Operating Expenditures Professional Development (Conferences, Substitutes, Supplies, Refreshments) 750 LCFF - Carryover 1000-1999: Certificated Personnel Salaries Extra Duty 167 Title I Carryover

			5800: Professional/Consulting Services And Operating Expenditures Professional Development (Conferences, Substitutes, Supplies, Refreshments)
<b>2.3</b>	Classroom Teacher Support: Release time and extra duty will be provided to teachers to support curriculum development, lesson planning, development of common formative assessments, and data analysis from local measures and state assessments to determine areas of need for students who are underperforming. This includes Dual Language Immersion and upper grade classroom teachers. Using this information, teachers will provide differentiated instruction and small group interventions to help students meet end of year goals.	All Students	2,000 LCFF 1000-1999: Certificated Personnel Salaries Substitutes and Extra Duty 779 LCFF - Carryover 1000-1999: Certificated Personnel Salaries Substitutes and Extra Duty
<b>2.4</b>	Technology: Technology purchases and maintenance will be provided to support supplementary instructional goals for numeracy support and for students to access digital learning materials and licenses (ex. computers, iPads, chargers, headphones).	All Students	1,500 LCFF 4000-4999: Books And Supplies Classroom Technology
<b>2.5</b>	Parent Trainings and Workshops: To support increased student achievement, parents will be provided opportunities to attend parent trainings and workshops to guide parents regarding the academic and the social emotional needs of their students. Certificated staff will be provided with extra duty to plan and lead parent trainings that allow parents to further support the academic and personal development of their students. Materials and resources will be purchased as necessary to assist parents in supporting their student's academic progress. Parents and community members will present what they learned from trainings by sharing during meetings such as School Site Council (SSC), English Learner Advisory Committee (ELAC), and other parent/community meetings.	All Students	400 Title I Part A: Parent Involvement 5000-5999: Services And Other Operating Expenditures Parent Education (Conferences, Technology, Supplies) 150 Title I 1000-1999: Certificated Personnel Salaries Extra Duty 200 LCFF - Carryover 5000-5999: Services And Other Operating Expenditures Parent Education (Conferences, Technology, Supplies, and Refreshments) 200 LCFF - Carryover 1000-1999: Certificated Personnel Salaries Extra Duty

## Annual Review

### SPSA Year Reviewed: 2024-25

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

## Analysis

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

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.

# Goals, Strategies, & Proposed Expenditures

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

## Goal 3

### Title and Description of School Goal

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

#### English Learner Progress

By June 2026, 53% of students will make annual progress towards English Language Proficiency as measured by the ELPAC (increase at least one overall ELPAC level and/or maintain an overall ELPAC level 4).

By June 2026, 10% of students will be reclassified as Fluent English Proficient (overall ELPAC 4, meet academic criteria, teacher evaluation, parent input).

### LCAP Goal to which this School Goal is Aligned

LCAP goal to which this school goal is aligned.

ENGLISH LEARNER: Increase English language proficiency, academic achievement and student engagement for all English Learners, including At-Risk for Long Term and Long Term English Learners.

EDUCATIONAL PARTNER ENGAGEMENT: Cultivate and increase engagement among educational partners to foster a sense of shared responsibility and accountability in supporting the home-school connection and high-quality learning experiences for all students.

### 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.

Based on the Chula Vista Elementary School District 2023-2024 Summative English Language Proficiency Assessment for California (ELPAC), Reading and Writing Domains have been identified as an area of need for our English Learners.

Qualitative data that includes classroom and student observations has also determined a focus on Reading Comprehension would support growth in Reading and Writing Domains.

Level 4: Students may need occasional linguistic support to engage in familiar social and academic contexts - they may need light support to communicate on less familiar tasks and topics.

Level 3: Students may need light-to-minimal linguistic support to engage in familiar social and academic contexts - they may need moderate support to communicate on less familiar tasks and topics.

Level 2: Students may need moderate-to-light linguistic support to engage in familiar social and academic contexts - they may need substantial-to-moderate support to communicate on less familiar tasks and topics.

Level 1: Students may need substantial-to-moderate linguistic support to engage in familiar social and academic contexts - they may need substantial support to communicate on less familiar tasks and topics.

### 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
English Language Proficiency Assessment for California (ELPAC)	2025 SSES Increase at least one Overall ELPAC Level - 46%  Maintained an Overall ELPAC Level 3 - %	2026 SSES Increase at least one Overall ELPAC Level - 48%  Maintained an Overall ELPAC Level 4 - 5%
Reclassification Criteria (ELPAC 4, Meets Academic Criteria, Teacher Evaluation, Parent Input)	2025 SSES 8% of Multilingual English Learners (MELs) Reclassified Fluent English Proficient (RFEP).	2026 SSES 10% of Multilingual English Learners (MELs) Reclassified Fluent English Proficient (RFEP).

## Strategies/Activities

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

Strategy/Activity #	Description	Students to be Served	Proposed Expenditures
3.1	Supplemental Instructional Strategies: This strategy provides additional opportunities for students to be exposed to a variety of texts, resources, and experiences that support student engagement. Students will be provided with supplemental standards aligned instructional materials and supplies as necessary for mastery of standards. To support and supplement classroom instruction with real-world experiences, students will be given the opportunity to have access and transportation to grade level opportunities that facilitate inquiry and enhance their classroom learning. This will assist in increasing the number of struggling students meeting and exceeding state standards in local measures assessments and state exams such as ELPAC and CAASPP.	All Students	3,800 LCFF 4000-4999: Books And Supplies Supplemental Instructional Materials 758 LCFF 5000-5999: Services And Other Operating Expenditures Access to Grade Level Opportunities
3.2	Professional Development: Administrators, teachers, counselors, and classified staff will attend conferences, trainings, book studies, and other Professional Development (PD) opportunities focused on improving the academic achievement of students in the areas of literacy skills, social-emotional needs, and technology enhanced instruction. PD trainings may include, but are not limited to teacher leadership trainings, and other School Site Council approved PD opportunities. After attending PD opportunities, attendees will present what they learned to members of our Instructional Leadership Team (ILT). ILT will meet after school to plan and facilitate cycles of professional learning centered around research based instructional practices and district instructional focus. Additional release time and extra duty will be provided to ILT and classroom teachers to serve as instructional coaches and provide support for classroom resources, lesson planning, modeling lessons, academic interventions, and working collaboratively with teachers.	All Students	1,000 LCFF 5800: Professional/Consulting Services And Operating Expenditures Professional Development (Conferences, Substitutes, Supplies, Refreshments) 1,200 LCFF 1000-1999: Certificated Personnel Salaries Extra Duty 1,000 LCFF - Carryover 5800: Professional/Consulting Services And Operating Expenditures Professional Development (Conferences, Substitutes, Supplies, Refreshments) 858 LCFF - Carryover

			1000-1999: Certificated Personnel Salaries Extra Duty 166 Title I Carryover 5800: Professional/Consulting Services And Operating Expenditures Professional Development (Conferences, Substitutes, Supplies, Refreshments)
<b>3.3</b>	Classroom Teacher Support: Release time and extra duty will be provided to teachers to support Designated ELD curriculum development, lesson planning, development of common formative assessments, and data analysis from local measures and state assessments to determine areas of need for students who are underperforming. This includes Dual Language Immersion and upper grade classroom teachers. Using this information, teachers will provide differentiated instruction and small group interventions to help students meet end of year goals.	MELs	2,000 LCFF 1000-1999: Certificated Personnel Salaries Substitutes and Extra Duty 529.61 LCFF - Carryover 1000-1999: Certificated Personnel Salaries Substitutes and Extra Duty
<b>3.4</b>	Technology: Technology purchases and maintenance will be provided to support supplementary instructional goals for numeracy support and for students to access digital learning materials and licenses (ex. computers, iPads, chargers, headphones).	All Students	1,000 LCFF 4000-4999: Books And Supplies Classroom Technology
<b>3.5</b>	Parent Trainings and Workshops: To support increased student achievement, parents will be provided opportunities to attend parent trainings and workshops to guide parents regarding the academic and the social emotional needs of their students. Certificated staff will be provided with extra duty to plan and lead parent trainings that allow parents to further support the academic and personal development of their students. Materials and resources will be purchased as necessary to assist parents in supporting their student's academic progress. Parents and community members will present what they learned from trainings by sharing during meetings such as School Site Council (SSC), English Learner Advisory Committee (ELAC), and other parent/community meetings.	All Students	261 Title I Part A: Parent Involvement 5000-5999: Services And Other Operating Expenditures Parent Education (Conferences, Technology, Supplies) 310 Title I 1000-1999: Certificated Personnel Salaries Extra Duty 142 LCFF - Carryover 5000-5999: Services And Other Operating Expenditures Parent Education (Conferences, Technology, Supplies, Refreshments) 100 LCFF - Carryover 1000-1999: Certificated Personnel Salaries Extra Duty

## Annual Review

**SPSA Year Reviewed: 2024-25**

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

## **Analysis**

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

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.

# Goals, Strategies, & Proposed Expenditures

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

## Goal 4

### Title and Description of School Goal

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

#### School Engagement - Chronic Absenteeism

By June 2026, the percentage of students who are chronically absent will decrease from 11% to 10%.

By June 2026, the average daily attendance (ADA) rate will increase from 96% to 97%.

### LCAP Goal to which this School Goal is Aligned

LCAP goal to which this school goal is aligned.

SAFE AND INCLUSIVE ENVIRONMENTS: Create safe and inclusive environments where all students feel a sense of belonging and connection.

EDUCATIONAL PARTNER ENGAGEMENT: Cultivate and increase engagement among educational partners to foster a sense of shared responsibility and accountability in supporting the home-school connection and high-quality learning experiences for all students.

### 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.

Reducing chronic absenteeism continues to be a priority for our school. All families and students need to maintain positive attendance performance. The need for increased communication to our families about the importance of attendance and updating contact information so that we can communicate with families more efficiently and in a timely manner are all identified needs. School attendance will be closely monitored and chronic attendance issues will be addressed in a timely manner. Student Placement will be involved in chronic attendance cases that are not resolved.

### 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	2025 SSES Chronic Absenteeism - 11%	2026 SSES Chronic Absenteeism - 10%
Average Daily Attendance (ADA)	2025 SSES ADA Rate - 96%	2026 SSES ADA Rate - 97%

### Strategies/Activities

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

Strategy/Activity #	Description	Students to be Served	Proposed Expenditures
4.1	Student Interventions: School will engage students and parents with a warm welcoming school environment that emphasizes building relationships with families and students and stresses the	All Students	1,000 LCFF 4000-4999: Books And Supplies

	importance of everyday attendance. School will monitor attendance and respond in a tiered intervention approach. Student Attendance Review Team (SART) Meetings will be held with support staff to clarify attendance expectations, strategies, resources, and supports and work with families to identify barriers and find solutions together. School will provide incentives and recognize students who attend school daily and show improvement in their attendance. In addition, school will provide supplemental materials and program licenses that support the attendance and emotional well-being of students such as Inner Explorer. Additionally, Multi-Tiered Systems of Support (MTSS) Committee will meet after school to analyze student attendance and behavior, tracking of trends and patterns, evaluate our Positive Behavior Interventions and Support (PBIS) using the Tiered Fidelity Inventory (TFI), and create action plans to meet the attendance, behavioral, and social-emotional needs of students.		Recognition System Incentives 1,250 LCFF 5000-5999: Services And Other Operating Expenditures Supplemental Materials and Program Licenses 780 LCFF 1000-1999: Certificated Personnel Salaries Extra Duty 300 LCFF - Carryover 2000-2999: Classified Personnel Salaries Extra Duty
4.2	Student Supports: To improve student attendance, school will provide students with additional Innovation and Library Technician hours and a full-time counselor by providing social-emotional support, academic guidance, and access to enriching library resources. Innovation and Library Technician will maintain a welcoming, resource-rich library that encourages student engagement and a sense of belonging, promote literacy programs and activities to keep students academically motivated, and provide a structured space for students during lunch reducing unstructured time that may lead to behavioral issues. Counselor will provide individual and group counseling sessions to address attendance and social-emotional challenges, conduct behavior interventions and restorative practices to reduce disciplinary incidents, and collaborate with families and staff to create personalized support plans for struggling students. These additional supports and services will lead to increased student attendance due to improved emotional well-being and academic engagement.	All Students	24,250 Title I 1000-1999: Certificated Personnel Salaries Full-Time Counselor (Split Cost with District) 2,572 Title I 2000-2999: Classified Personnel Salaries Additional Hours for Innovation and Library Technician 6,056.50 Title I Carryover 1000-1999: Certificated Personnel Salaries Full-Time Counselor (Split Cost with District)

## Annual Review

### SPSA Year Reviewed: 2024-25

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

## Analysis

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

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.

# Goals, Strategies, & Proposed Expenditures

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

## Goal 5

### Title and Description of School Goal

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

#### School Climate and Culture - Suspension

By June 2026, the percentage student suspensions will decrease from .8% to .5%.

### LCAP Goal to which this School Goal is Aligned

LCAP goal to which this school goal is aligned.

**SAFE AND INCLUSIVE ENVIRONMENTS:** Create safe and inclusive environments where all students feel a sense of belonging and connection.

**EDUCATIONAL PARTNER ENGAGEMENT:** Cultivate and increase engagement among educational partners to foster a sense of shared responsibility and accountability in supporting the home-school connection and high-quality learning experiences for all students.

### 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.

A continued need for counseling, social emotional supports, and opportunities for students to develop social skills and use calming strategies that support social, emotional, physical wellness, and school success.

### 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	2025 SSES Student suspension rate - .8%	2026 SSES Student suspension rate - .5%

### Strategies/Activities

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

Strategy/Activity #	Description	Students to be Served	Proposed Expenditures
5.1	Student Interventions: School will engage students and parents with a warm welcoming school environment that emphasizes building relationships with families and students and stresses the importance of demonstrating school expected behaviors. School will monitor student behavior and respond in a tiered intervention approach. Student Study Team (SST) Meetings will be held with support staff to clarify behavior expectations, strategies, resources, and supports and work with families to identify barriers and find solutions together. School will provide incentives and recognize students who demonstrate school expectations of being Safe, Respectful,	All Students	1,000 LCFF 4000-4999: Books And Supplies Recognition System Incentives 1,250 LCFF 5000-5999: Services And Other Operating Expenditures Supplemental Materials and Program Licenses 780 LCFF

	Responsible, and Kind and provide supplemental materials and program licenses that support the attendance and emotional well-being of students such as Inner Explorer. Additionally, Multi-Tiered Systems of Support (MTSS) Committee will meet after school to analyze student attendance and behavior, tracking of trends and patterns, evaluate our Positive Behavior Interventions and Support (PBIS) using the Tiered Fidelity Inventory (TFI), and create action plans to meet the attendance, behavioral, and social-emotional needs of students.		1000-1999: Certificated Personnel Salaries Extra Duty 300 LCFF - Carryover 2000-2999: Classified Personnel Salaries Extra Duty
5.2	Student Supports: To improve student behavior, school will provide students with additional Innovation and Library Technician hours and a full-time counselor by providing social-emotional support, academic guidance, and access to enriching library resources. Innovation and Library Technician will maintain a welcoming, resource-rich library that encourages student engagement and a sense of belonging, promote literacy programs and activities to keep students academically motivated, and provide a structured space for students during lunch reducing unstructured time that may lead to behavioral issues. Counselor will provide individual and group counseling sessions to address attendance and social-emotional challenges, conduct behavior interventions and restorative practices to reduce disciplinary incidents, and collaborate with families and staff to create personalized support plans for struggling students. These additional supports and services will lead to decreased behavioral incidents through proactive intervention and positive reinforcement. Additionally, Multi-Tiered Systems of Support (MTSS) Committee will meet after school to analyze student attendance and behavior, tracking of trends and patterns, evaluate our Positive Behavior Interventions and Support (PBIS) using the Tiered Fidelity Inventory (TFI).	All Students	24,250 Title I 1000-1999: Certificated Personnel Salaries Full-Time Counselor (Split Cost with District) 2,572 Title I 2000-2999: Classified Personnel Salaries Additional Hours for Innovation and Library Technician 6,056.50 Title I Carryover 1000-1999: Certificated Personnel Salaries Full-Time Counselor (Split Cost with District)
5.3	Student Safety: Additional Noon Duty Supervisor hours will be provided to assist in supervision of students before school, during lunch recess, and after school. Noon Duty Supervisors will model and reinforce daily procedures, routines, and expectations with students centered around being Safe, Respectful, Responsible, and Kind. School will utilize School-Wide Intervention System (SWIS) which allows for real time behavior referrals from teacher to administrator and behavioral tracking of trends and patterns. In addition, Safety Committee will meet quarterly before school to analyze, evaluate, and develop our School Safety Plan to meet the behavioral, social-emotional, and safety needs of students.	All Students	9,400 LCFF 2000-2999: Classified Personnel Salaries Additional Noon Duty Supervisor Hours and Extra Duty 400 LCFF 5000-5999: Services And Other Operating Expenditures SWIS PBIS Application 1,040 LCFF 5000-5999: Services And Other Operating Expenditures Extra Duty for Safety Committee

## Annual Review

**SPSA Year Reviewed: 2024-25**

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

## **Analysis**

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

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.