



Schoolwide Plan Program (SWP) School Plan for Student Achievement (SPSA)

School Name	County-District-School (CDS) Code	Schoolsite Council (SSC) Approval Date	Local Board Approval Date
Dr. J. Michael McGrath Elementary	1 9 64832 0100644	March 27, 2025	April 15, 2025

The School Plan for Student Achievement (SPSA) is a strategic plan that maximizes the resources available to the school while minimizing duplication of effort with the ultimate goal of increasing student achievement. SPSA development should be aligned with and inform the Local Control and Accountability Plan (LCAP) process.

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

California's ESSA State Plan supports the state's approach to improving student group performance through the utilization of federal resources. Schools use the SPSA to document their approach to maximizing the impact of federal investments in support of underserved students. The implementation of ESSA in California presents an opportunity for schools to innovate with their federally-funded programs and align them with the priority goals of the school and the local educational agency (LEA) that are being realized under the state's Local Control Funding Formula (LCFF).

The LCFF provides schools and LEAs flexibility to design programs and provide services that meet the needs of students in order to achieve readiness for college, career, and lifelong learning. The SPSA planning process supports continuous cycles of action, reflection, and improvement. Consistent with EC 64001(g)(1), the Schoolsite Council (SSC) is required to develop and annually review the SPSA, establish an annual budget, and make modifications to the plan that reflect changing needs and priorities, as applicable.

This plan is being used by Dr. J. Michael McGrath Elementary for meeting ESSA's planning requirements for Schoolwide Plan Program (SWP) in alignment with the LCAP and other federal, state, and local programs.

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

Plan Description

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

McGrath's 2025-2026 Single Plan for Student Achievement was developed in collaboration with our School Site Council, ELAC members, our Instructional Leadership Team, and input from teachers and staff. Throughout the year, we have assessed the needs of our school based on student performance outcomes, evidence of instructional resources, and strategies to support our school-wide goals, as well as identified areas for improvement based on a review of our Dashboard and local data. Within this plan, we have specific metrics to evaluate our current progress towards goals, as well as expected outcomes for the 2025-2026 school year. These goals are aligned with the Newhall School District's Local Control Accountability Plan (LCAP). Goal 1 is focused on ensuring that all students achieve academic success, and fostering a positive learning environment. Goal 2 is focused on enhancing student engagement and attendance, fostering a positive school climate, and ensuring that every student feels connected, supported, and motivated to actively participate in their education. Strategies were established to support students' social emotional wellbeing and inclusion through our Positive Behavior Interventions and Supports (PBIS) program. Goal 3 is focused on expanding our partnership with parents in decision-making processes and school activities, and fostering a collaborative and supportive environment that positively impacts student success. Goal 4 is focused on ensuring that all students are taught academic standards at a high level of rigor in all content areas, using instructional materials aligned with standards.

Educational Partner Involvement

How, when, and with whom did your Dr. J. Michael McGrath Elementary consult as part of the planning process for this SPSA/Annual Review and Update?

Involvement Process for the SPSA and Annual Review and Update

Our School Site Council was an integral part of the development, implementation, and monitoring of our SPSA. During meetings, they reviewed the budget and any budgetary revisions, reviewed student testing data, gave input around goal setting, and monitored our goals. This process took place throughout the year. Our English Language Advisory Council (ELAC), staff, and Parent Teacher Association (PTA) provided input around goal setting and budget. The Instructional Leadership Team (ILT) and Positive Behavioral Interventions and Supports (PBIS) team reviewed student data including California Assessment of Student Performance and Progress (CAASPP), attendance, Universal Screeners, PBIS, and the Healthy Kids Survey to analyze our SPSA goals throughout the school year. These teams engaged in monthly meeting to engage in collaborative learning to ensure our current practices are aligned with our school's goals and priorities, by monitoring progress towards goals, and identifying areas of strength, as well as areas needing improvement. The School Site Council approved the SPSA on March 28, 2025. The final draft of the SPSA will be brought to the Governing Board on April 15, 2025 for presentation and approval.

Comprehensive Needs Assessment Components

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

California School Dashboard (Dashboard) Indicators

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

The 2024-2025 California Dashboard data indicator shows the English Learner Progress at the Red performance category with 37.8% of our 135 students (grades 3-6) making progress. This is a decline from the previous year by 11.1% where 48.9% of our 137 EL students were making progress.

All other indicators in the report are at Yellow or above, highlighting consistent progress and the effective outcomes of targeted interventions in academic performance, engagement, and school climate.

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

The 2024-2025 California Dashboard data indicator shows our overall Chronic Absenteeism in the Yellow Level. This was an improvement from the previous year moving from 24.2% chronically absent to 17% chronically absent. However, our two or more races student group scored in the Red Level, which is two or more performance levels below the “all student” performance.

Other Needs

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

Data from our ELA cycle assessments underscores the need for focused support and instructional alignment to enhance student outcomes. Through the implementation of Curriculum Alignment Cycles, we’ve established a system to align and calibrate grade-level expectations, ensuring that all students have equitable access to high-quality teaching and learning. This approach involves in-depth analysis of state standards, the creation of common assessments, and regular reflection and planning cycles every 6 weeks. Participation data from Cycles 1 and 2 show strong engagement, with participation rates consistently exceeding 90%. While we’ve seen notable improvements in early-grade ELA proficiency—such as a rise in Kindergarten from 73% in Cycle 1 to 85% in Cycle 3, and a jump in 6th grade proficiency from 5% in Cycle 1 to 30% in Cycle 3—the data also points to the need for continued support. Our EL students have increased proficiency when comparing Cycle 1 to Cycle 3. Kindergarten went from 56% of EL students scoring proficiency in Cycle 1 to 86% proficiency in Cycle 3. First grade from 54% in Cycle 1 to 72% in Cycle 3. Second grade from 47% in Cycle 1 to 50% in Cycle 3. Third grade from 7% in Cycle 1 to 48% in Cycle 3. Fourth grade from 5% in Cycle 1 to 19% in Cycle 3. Fifth grade remained 5% in Cycle 1 and Cycle 3. Sixth grade from 0% in Cycle 1 to 13% in Cycle 3.

School and Student Performance Data

Student Population

The 2024 California School Dashboard provides parents and educators with meaningful information on school and district progress so they can participate in decisions to improve student learning.

The California School Dashboard goes beyond test scores alone to provide a more complete picture of how schools and districts are meeting the needs of all students. To help parents and educators identify strengths and areas for improvement, California reports how districts, schools (including alternative schools), and student groups are performing across state and local measures.

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

2023-24 Student Population			
Total Enrollment	Socioeconomically Disadvantaged	English Learners	Foster Youth
419	87.8%	40.8%	0.0%
Total Number of Students enrolled in Dr. J. Michael McGrath Elementary.	Students who are eligible for free or reduced priced meals; or have parents/guardians who did not receive a high school diploma.	Students who are learning to communicate effectively in English, typically requiring instruction in both the English Language and in their academic courses.	Students whose well being is the responsibility of a court.

2023-24 Enrollment for All Students/Student Group		
Student Group	Total	Percentage
English Learners	171	40.8%
Foster Youth	0	0.0%
Homeless	31	7.4%
Socioeconomically Disadvantaged	368	87.8%
Students with Disabilities	45	10.7%

Enrollment by Race/Ethnicity		
Student Group	Total	Percentage
African American	10	2.4%
American Indian	0	0.0%
Asian	15	3.6%
Filipino	9	2.1%
Hispanic	336	80.2%
Two or More Races	13	3.1%
Pacific Islander	0	0.0%
White	21	5%

School and Student Performance Data

Overall Performance






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



2024 Fall Dashboard Overall Performance for All Students

Academic Performance	Academic Engagement	Conditions & Climate
<div>English Language Arts</div> <div><p>Yellow</p></div>	<div>Chronic Absenteeism</div> <div><p>Yellow</p></div>	<div>Suspension Rate</div> <div><p>Blue</p></div>
<div>Mathematics</div> <div><p>Green</p></div>		
<div>English Learner Progress</div> <div><p>Red</p></div>		

School and Student Performance Data

Academic Performance English Language Arts

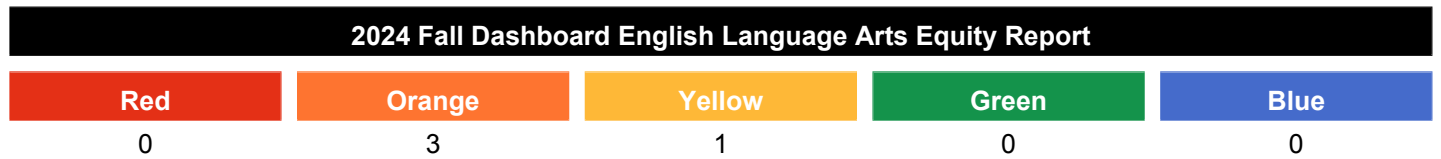
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This section provides number of student groups in each level.



This section provides a view of how well students are meeting grade-level standards on the English Language Arts assessment. This measure is based on student performance on either the Smarter Balanced Summative Assessment or the California Alternate Assessment, which is taken annually by students in grades 3–8 and grade 11.

2024 Fall Dashboard English Language Arts Performance for All Students/Student Group		
<div>All Students</div> <div></div> <div>Yellow</div> <div>1.3 points below standard</div> <div>Declined 3.7 points</div> <div>238 Students</div>	<div>English Learners</div> <div></div> <div>Orange</div> <div>33.5 points below standard</div> <div>Declined 16.8 points</div> <div>97 Students</div>	<div>Long-Term English Learners</div> <div></div> <div>No Performance Color</div> <div>Fewer than 11 students - data not displayed for privacy</div> <div>4 Students</div>
<div>Foster Youth</div> <div></div> <div>No Performance Color</div> <div>0 Students</div>	<div>Homeless</div> <div></div> <div>No Performance Color</div> <div>50.4 points below standard</div> <div>Declined 20.2 points</div> <div>21 Students</div>	<div>Socioeconomically Disadvantaged</div> <div></div> <div>Orange</div> <div>7.1 points below standard</div> <div>Declined 5.3 points</div> <div>213 Students</div>

Students with Disabilities  Yellow 59.8 points below standard Increased 4.3 points 36 Students	African American  No Performance Color Fewer than 11 students - data not displayed for privacy 6 Students	American Indian  No Performance Color 0 Students
Asian  No Performance Color Fewer than 11 students - data not displayed for privacy 9 Students	Filipino  No Performance Color Fewer than 11 students - data not displayed for privacy 6 Students	Hispanic  Orange 8.9 points below standard Declined 3 points 194 Students
Two or More Races  No Performance Color Fewer than 11 students - data not displayed for privacy 10 Students	Pacific Islander  No Performance Color 0 Students	White  No Performance Color Fewer than 11 students - data not displayed for privacy 10 Students

School and Student Performance Data

Academic Performance Mathematics

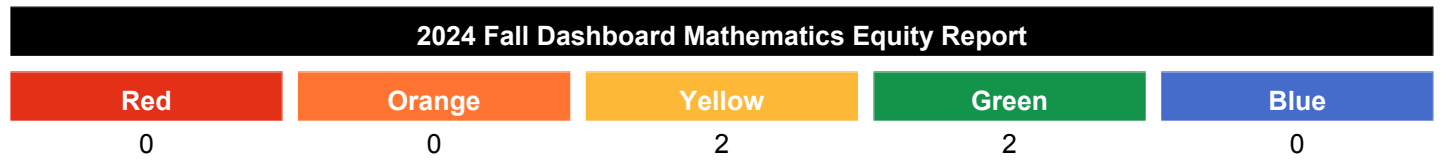
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Performance on state measures, using comparable statewide data, is represented by one of five colors. The performance level (color) is not included when there are fewer than 30 students in any year. This is represented using a greyed out color dial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












This section provides number of student groups in each level.



This section provides a view of how well students are meeting grade-level standards on the Mathematics assessment. This measure is based on student performance either on the Smarter Balanced Summative Assessment or the California Alternate Assessment, which is taken annually by students in grades 3–8 and grade 11.

2024 Fall Dashboard Mathematics Performance for All Students/Student Group		
<div>All Students</div> <div></div> <div>Green</div> <div>11.1 points below standard</div> <div>Increased 10.1 points</div> <div>241 Students</div>	<div>English Learners</div> <div></div> <div>Yellow</div> <div>32.4 points below standard</div> <div>Increased 10.2 points</div> <div>100 Students</div>	<div>Long-Term English Learners</div> <div></div> <div>No Performance Color</div> <div>Fewer than 11 students - data not displayed for privacy</div> <div>4 Students</div>
<div>Foster Youth</div> <div></div> <div>No Performance Color</div> <div>0 Students</div>	<div>Homeless</div> <div></div> <div>No Performance Color</div> <div>42.5 points below standard</div> <div>Declined 3.7 points</div> <div>21 Students</div>	<div>Socioeconomically Disadvantaged</div> <div></div> <div>Green</div> <div>16.8 points below standard</div> <div>Increased 9 points</div> <div>216 Students</div>

Students with Disabilities  Yellow 63.5 points below standard Increased 19.5 points 36 Students	African American  No Performance Color Fewer than 11 students - data not displayed for privacy 6 Students	American Indian  No Performance Color 0 Students
Asian  No Performance Color Fewer than 11 students - data not displayed for privacy 9 Students	Filipino  No Performance Color Fewer than 11 students - data not displayed for privacy 6 Students	Hispanic  Green 16.6 points below standard Increased 14 points 195 Students
Two or More Races  No Performance Color Fewer than 11 students - data not displayed for privacy 10 Students	Pacific Islander  No Performance Color 0 Students	White  No Performance Color 5.6 points below standard 11 Students

School and Student Performance Data



Academic Performance English Learner Progress

The 2024 California School Dashboard provides parents and educators with meaningful information on school and district progress so they can participate in decisions to improve student learning.

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

This section provides a view of the percentage of current EL students making progress towards English language proficiency or maintaining the highest level.

2024 Fall Dashboard English Learner Progress Indicator	
English Learner Progress	Long-Term English Learner Progress
 Red	 No Performance Color
37.8% making progress.	making progress.
Number Students: 135 Students	Number Students: 4 Students

This section provides a view of the percentage of current EL students who progressed at least one ELPI level, maintained ELPI level 4, maintained lower ELPI levels (i.e, levels 1, 2L, 2H, 3L, or 3H), or decreased at least one ELPI Level.

2024 Fall Dashboard Student English Language Acquisition Results			
Decreased One ELPI Level	Maintained ELPI Level 1, 2L, 2H, 3L, or 3H	Maintained ELPI Level 4	Progressed At Least One ELPI Level
28.9%	33.3%	8.9%	28.9%

School and Student Performance Data

Academic Engagement Chronic Absenteeism

The 2024 California School Dashboard provides parents and educators with meaningful information on school and district progress so they can participate in decisions to improve student learning.

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












This section provides number of student groups in each level.



This section provides information about the percentage of students in kindergarten through grade 8 who are absent 10 percent or more of the instructional days they were enrolled.

2024 Fall Dashboard Chronic Absenteeism Performance for All Students/Student Group		
<div>All Students</div> <div> Yellow</div> <div>17% Chronically Absent</div> <div>Declined 7.2</div> <div>447 Students</div>	<div>English Learners</div> <div> Yellow</div> <div>14.1% Chronically Absent</div> <div>Declined 6.4</div> <div>184 Students</div>	<div>Long-Term English Learners</div> <div> No Performance Color</div> <div>Fewer than 11 students - data not displayed for privacy</div> <div>4 Students</div>
<div>Foster Youth</div> <div> No Performance Color</div> <div>0 Students</div>	<div>Homeless</div> <div> Green</div> <div>8.3% Chronically Absent</div> <div>Declined 34.1</div> <div>36 Students</div>	<div>Socioeconomically Disadvantaged</div> <div> Yellow</div> <div>19% Chronically Absent</div> <div>Declined 6.6</div> <div>390 Students</div>

Students with Disabilities  Yellow 14.5% Chronically Absent Declined 6.4 55 Students	African American  No Performance Color 0% Chronically Absent Declined 13.6 14 Students	American Indian  No Performance Color 0 Students
Asian  No Performance Color 0% Chronically Absent Declined 19 15 Students	Filipino  No Performance Color Fewer than 11 students - data not displayed for privacy 10 Students	Hispanic  Yellow 15.5% Chronically Absent Declined 9.6 354 Students
Two or More Races  Red 38.7% Chronically Absent Increased 6.5 31 Students	Pacific Islander  No Performance Color 0 Students	White  No Performance Color 34.8% Chronically Absent Increased 17.4 23 Students

School and Student Performance Data

Conditions & Climate Suspension Rate

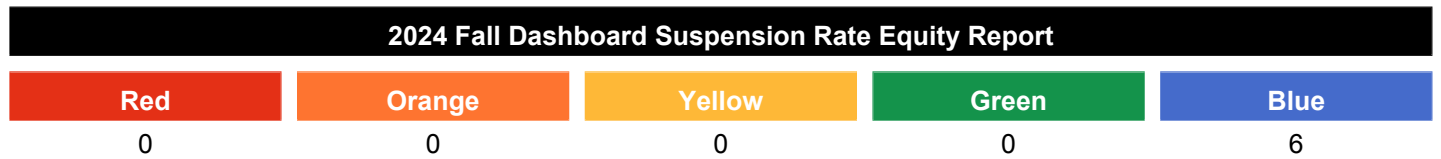
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Performance on state measures, using comparable statewide data, is represented by one of five colors. The performance level (color) is not included when there are fewer than 30 students in any year. This is represented using a greyed out color dial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












This section provides number of student groups in each level.



This section provides information about the percentage of students in kindergarten through grade 12 who have been suspended at least once in a given school year. Students who are suspended multiple times are only counted once.

2024 Fall Dashboard Suspension Rate for All Students/Student Group		
<div>All Students</div> <div></div> <div>Blue</div> <div>0% suspended at least one day</div> <div>Declined 2.8%</div> <div>459 Students</div>	<div>English Learners</div> <div></div> <div>Blue</div> <div>0% suspended at least one day</div> <div>Declined 2.3%</div> <div>187 Students</div>	<div>Long-Term English Learners</div> <div></div> <div>No Performance Color</div> <div>Fewer than 11 students - data not displayed for privacy</div> <div>4 Students</div>
<div>Foster Youth</div> <div></div> <div>No Performance Color</div> <div>0 Students</div>	<div>Homeless</div> <div></div> <div>Blue</div> <div>0% suspended at least one day</div> <div>Maintained 0%</div> <div>41 Students</div>	<div>Socioeconomically Disadvantaged</div> <div></div> <div>Blue</div> <div>0% suspended at least one day</div> <div>Declined 2.6%</div> <div>402 Students</div>

Students with Disabilities  Blue 0% suspended at least one day Declined 8.1% 55 Students	African American  No Performance Color 0% suspended at least one day Declined 8.7% 15 Students	American Indian  No Performance Color 0 Students
Asian  No Performance Color 0% suspended at least one day Maintained 0% 15 Students	Filipino  No Performance Color Fewer than 11 students - data not displayed for privacy 10 Students	Hispanic  Blue 0% suspended at least one day Declined 2.2% 364 Students
Two or More Races  Blue 0% suspended at least one day Declined 12.1% 32 Students	Pacific Islander  No Performance Color 0 Students	White  No Performance Color 0% suspended at least one day Maintained 0% 23 Students

Goals, Strategies, & Proposed Expenditures

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

Goal 1

Title and Description of School Goal

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

Academic Achievement and Other Pupil Outcomes

The goal is for all students to demonstrate mastery of grade level academic standards and language proficiency.

LCAP Goal to which this School Goal is Aligned

LCAP goal to which this school goal is aligned.

Goal 1: To ensure that all students achieve academic success, fostering a positive and inclusive learning environment

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.

Reading is a core skill that plays a crucial role in a student's academic achievement. Fluency and comprehension are closely connected, with fluency acting as a key foundation for understanding written material. When students read with fluency, they can concentrate on enhancing their comprehension, which in turn strengthens their learning across all subjects, including language arts, math, social studies, and science. Spring 2024 data on the ELA CAASPP shows 49% of students in grades 3-6 meeting or exceeding standards. McGrath students were overall 1.3 points below standard. Our English Learners Group, Hispanic, and Socioeconomically Disadvantaged students were in the Orange performance level. Our Students with Disabilities was in the yellow performance level. Our intervention team collaborated with primary teachers to identify students who were having difficulty with reading. These students then received focused, small-group instruction from the intervention team. The instruction followed a six-week cycle, and at the end of each cycle, students were retested to assess their progress. Spring 2023 Math CAASPP data shows 50% of students in grades 3-6 meeting or exceeding standards. The overall Academic Performance Indicator for Math was green. Our English Learners Group and Students with Disabilities were in the Yellow performance level. Our Socioeconomically Disadvantaged Group and Hispanic Group were in the Green performance level. To improve math scores, we provided small-group interventions tailored to each student's needs. We continually analyzed student data, including their strengths, weaknesses, learning styles, and individual circumstances, to gain a clear understanding of their current needs. This allowed us to develop more targeted interventions that support their academic growth.

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 Indicator for English Language Arts:	<p>Overall color ranking: Yellow Points from standard: 1.3 points below standard Change from previous year: Declined 3.7 points</p> <p>Student groups that performed below the overall school rating: English Learners: Orange Hispanic: Orange Socioeconomically Disadvantaged: Orange</p>	<p>The school will increase at least one color rating from Yellow to Green. All students not reaching the overall school rating will increase by at least one color rating: English Learners will increase at least to Yellow. Students who are Hispanic will increase at least to Yellow. Students who are socioeconomically disadvantaged will increase at least to Yellow.</p>
California Dashboard Indicator for Mathematics:	<p>Overall color ranking: Green Points from standard: 11.1 points below standard Change from previous year: Increased 10.1 points</p> <p>Student groups that performed below the overall school rating: English Learners: Yellow Students with Disabilities: Yellow</p>	<p>The school will increase at least one color rating from Green to Blue. All students not reaching the overall school rating will increase by at least one color rating: English Learners will increase at least to Green. Students with Disabilities will at least increase to Green.</p>
California Dashboard Indicator for English Language Proficiency	<p>Overall color ranking: Red Percent of students who maintained a level 4 or increased one ELPI level: 37.8%</p>	<p>The school will increase at least one color rating to Orange. All students will increase one ELPI level, or maintain a level 4.</p>
District English Language Arts Cycle Assessments (Kindergarten - 2nd Grade)	<p>Percent Proficient by Cycle</p> <p>Kindergarten: Cycle 1: 73% Cycle 2: 75% Cycle 3: 85%</p> <p>First Grade: Cycle 1: 70% Cycle 2: 72% Cycle 3: 81%</p> <p>Second Grade: Cycle 1: 60% Cycle 2: 38% Cycle 3: 64%</p>	<p>Each grade level will increase the percentage of students needing or exceeding proficiency by at least five percentage points.</p>
District Mathematics Unit Assessments (Kindergarten-2nd Grade)	<p>Percent Proficient by Unit</p> <p>Kindergarten Unit 2: 67% Unit 3: 69% Unit 4: 78% Unit 5: 69%</p> <p>First Grade Unit 1: 82% Unit 2: 75%</p>	<p>Each grade level will increase the percentage of students meeting or exceeding standards by at least 5 percentage points.</p>

	Unit 3: 83% Unit 4: 83% Unit 5: 91% Second Grade Unit 1: 81% Unit 2: 54% Unit 3: 60% Unit 4: 57% Unit 5: 74%	
California Science Assessment (CAST)	32% of 5th graders were proficient on the 2023 CAST	80% or more students to be proficient on the 2025 CAST.

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	<p>ELA Curriculum Alignment and Data Reflection Sessions</p> <p>To improve student achievement in English Language Arts (ELA), we will continue our efforts to align the curriculum through instructional cycles. We will hold data reflection sessions to assess the effectiveness of our core instruction and interventions. These sessions will help us refine our methods and ensure that our strategies stay aligned with our educational objectives and the changing needs of our students. Grade-level teacher teams and site administrators will lead this analysis to maintain a cohesive approach to planning and implementing interventions that accelerate student progress. Grade-level teams will meet at the end of each cycle to plan effective strategies for common agreements, unit outlines, assessments, and the Target Matrix.</p>	All Students	10,000 Supplemental Guest Teachers 5,000 Supplemental Instructional Materials 3,000 Supplemental Certificated Extra Hourly
1.2	<p>Reading and Math Tiered Intervention</p> <p>Tiered interventions will be implemented for both ELA and math. Grade-level teachers, in partnership with our Intervention Team, will deliver targeted support from kindergarten through sixth grade. Phonics and sight words for kindergarten and first grades. Sight words and reading fluency for second grade. Reading fluency and comprehension for grades three through six. Our grade-level teams will collaborate closely with the intervention team during Professional Learning Communities (PLCs) to ensure that the core ELA and Math State Standards are being effectively addressed. Students who are not yet reaching proficiency will receive the necessary support to help them achieve proficiency. After school tutorials will also be offered.</p>	All Students	50,299.00 Title I Staff - curriculum specialists 1,000.00 Supplemental Instructional Materials 3,000 Supplemental Certificated Extra Hourly

1.3	<p>English Language Development (ELD)</p> <p>Curriculum Specialists will provide enhanced support for our English Language Learners by ensuring that all activities focus on improving language skills in reading, writing, speaking, and listening. They will place a strong emphasis on teaching key academic vocabulary, including both high-frequency and subject-specific terms. To ensure more personalized and targeted instruction, students will be grouped based on their proficiency levels. In addition, Curriculum Specialists will build upon the ELD lessons being taught in classrooms by incorporating collaborative activities like discussions and role-playing, which will help students practice language in practical, real-life contexts.</p>	All English Learners	<p>15,000 Title I Staff - Curriculum Specialists 1000 Title I Certificated Extra Hourly 2,000 Supplemental Instructional Materials</p>
1.4	<p>Closing the Achievement Gap in Math and ELA</p> <p>In the upcoming school year, we will implement a focused plan to address unfinished math and ELA learning while maintaining the rigor of grade-level content. One curriculum specialist will be assigned to each grade level (3rd-6th). Grade-level teams will prioritize essential math concepts and use the essential ELA standards matrix. Grade level teams will align instructional goals with grade-level expectations and collaboratively plan lessons to create a clear pathway for student learning. Clear, measurable success criteria will be developed to track student progress and ensure transparency.</p>	All Students	<p>76,000 Supplemental Curriculum Specialists 2,000 Supplemental Instructional Materials</p>
1.5	<p>Science Investigations</p> <p>Make sure science lab materials are available in both the classrooms and the science lab to support science instruction. Additional resources will be provided to reinforce students' background knowledge or offer extra practice.</p>	All Students	<p>1,000 Supplemental</p>
1.6	<p>Supplemental Instructional Materials</p> <p>Supplemental materials will provide enrichment, background knowledge, and practice. These programs include tools to support student learning in reading, math, and multimedia, offering personalized practice and interactive lessons. They will complement classroom instruction and help accelerate student progress, with specific resources tailored to upper elementary grades for literacy development.</p>	All Students	<p>20,000 Supplemental Instructional Materials</p>
1.7	<p>Enhancing Core Instruction with Curricular Field Trips</p> <p>We will integrate Curricular Field Trips to support and enhance the core instructional program, providing hands-on, immersive learning experiences that align with grade-level standards and enrich students' understanding of history, social</p>	All Students	<p>25,000 Title I Transportation and Admission</p>

	studies, science, and other academic disciplines. These trips provide valuable opportunities for students to experience science, history, and nature in engaging ways.		
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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.

Teachers worked closely with our intervention staff which consisted of our Learning Support Teacher (LST), WIN Teacher, and four Curriculum Specialists to determine intervention needs, student groupings, appropriate supports, frequency, and focus of small group intervention. Students made notable strides toward the established goal of improving student outcomes through focused instruction and systematic alignment. Key successes include the effective execution of the Curriculum Alignment System, promoting a collaborative culture through unit planning and data review sessions, and building teacher capacity with a gradual release of support. Tier 2 and Tier 3 instruction has been successful in meeting the diverse needs of students, while explicit reading instruction, supported by phonemic awareness and high-frequency word instruction, has created a strong foundation for literacy development. The consistent integration of supplemental materials and enrichment activities connect academic content to real-world experiences, boosting student engagement. Students and families all had access to ChromeBooks and Hotspots and were encouraged to utilize online academic programs such as Dreambox and Imagine Learning to further engage in their learning beyond the school day.

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

We were hoping to have additional curriculum specialists to further support our intervention program. Due to lack of personnel, these positions were hired half way through the year. However, we were able to provide effective intervention support for all grade levels with teams working together.

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.

During the 25-26 school year, teachers will have the opportunity to engage in professional learning opportunities that support our school wide goal. These opportunities include grade level teams engaging in collaborative learning with a focus on the four critical PLC questions, specifically responding when students don't meet grade level expectations, as well as student engagement, and are especially in the area of student talk. Curriculum specialists will be working in classrooms for small group instruction under the guidance of the classroom teacher. We will continue our Data Reflection Sessions, fostering staff collaboration, capacity-building, and support of our district essential standards. Our English Learners need to have numerous opportunities to talk throughout the day to engage in the lessons. Whether it be a simple thumbs up or thumbs down for checking for understanding or using sentence frames to converse with their peers, our English Learners take ownership of their learning and meaning making. Teachers capitalize on students' strengths (academic background, life experiences, and culture/language) and apply this knowledge in a variety of ways connected the the unit goals.

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.

Student Engagement and School Climate

All students will attend school daily, actively participate, and demonstrate a strong sense of connection and belonging.

LCAP Goal to which this School Goal is Aligned

LCAP goal to which this school goal is aligned.

Goal 2: To enhance student engagement and foster a positive school climate, ensuring that every student feels connected, supported, and motivated to actively participate in their educational journey.

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 review of the California Dashboard and local data shows that our school has made significant progress in enhancing school climate, attendance, and student behavior. We achieved the Blue Performance Level for Suspension Rate, with zero suspensions in the previous school year. This success is attributed to the efforts of our dedicated social/emotional team, which includes two administrators, two behavior support specialists, one counselor, and a part-time school psychologist. Furthermore, the implementation of a comprehensive Positive Behavior Interventions and Supports (PBIS) program, supported by all staff members—teachers, safety supervisors, custodians, support staff, and office staff—has been integral to this achievement. The 2024 California Dashboard also indicates a reduction in chronic absenteeism, with 17% of students at McGrath being chronically absent, marking a 7.2% decrease from the previous year. This improvement is linked to engaging lessons, strong emotional connections with teachers and support staff, and ongoing family support, parent education, and community outreach efforts highlighting the importance of regular attendance for all student groups.

Looking ahead, our top priority is to elevate our performance level for chronic absenteeism to the Green level on the Dashboard. Students can only reach our high standards for behavior and achievement if they are present every day. Additionally, we are dedicated to further strengthening our school climate, ensuring that every student feels safe, supported, and engaged. These objectives will be driven by our PBIS framework and a steadfast commitment to refining our ability to create dynamic, meaningful learning experiences that not only motivate students to actively engage but also make them excited to attend school each day.

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 Indicator	Dashboard	Suspension	Overall color rating: Blue Percent suspended at least one day: 0% Increase/decrease of: Declined 2.8% Student groups that earned a color rating below the overall school color: None	The school will maintain Blue Performance Level.
California Absenteeism Indicator	Dashboard	Chronic	Overall color rating: Yellow Percent chronically absent: 17%	The school will increase by at least on color rating to Green.

	<p>Increase/decrease of: Declined 7.2%</p> <p>Student groups that performed below the overall school rating: Two or More Races: Red</p>	<p>All student groups will increase by at least one color rating.</p> <p>Two or more races will increase at least one color rating from Red to Orange.</p>
California Healthy Kids Survey	<p>Percentage of students engaged based on key indicators: School connectedness: 66% Academic motivation: 91% Social and emotional learning supports: 90% Feel safe at school: 84%</p>	<p>Will score 90% or higher in each indicator. For indicators already over 90%, increase by at least 2%.</p>
PBIS Award	Earned the Gold Recognition award.	To earn the recognition award aligned with our current tier in the PBIS program.

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	Our staff will partner with PTA and School Site Council to build families' understanding around the importance of daily attendance and the potential for negative academic impact of avoidable absences. Administration and parent organizations will include messaging about the importance of daily attendance during family engagement opportunities throughout the year. Weekly messages about attendance will be included in weekly ParentSquare message and morning messages.	All Students	1000 Supplemental Resources and Materials
2.2	The School Attendance Team will proactively check in with families that have chronic absences to help create attendance plans to assist with removing potential attendance barriers.	All Students	1000 Supplemental Resources and Materials
2.3	The PBIS Team will continue with weekly and monthly incentives for attendance including PAW Prints and the PAW Print Store, medals for Perfect Attendance, and raffles at the monthly Student Recognition Ceremony.	All Students	5000 Supplemental Resources and Materials
2.4	The PBIS Team will continue with our PBIS PAW Print Store and the bi-weekly events and activities and will provide a game room as one of the incentives.	All Students	8000 Supplemental PBIS Incentives
2.5	To promote and maintain Social Emotional Well Being, students will have access to counseling, learning breaks monitored by our Behavioral Support Specialists and Tiered Behavior Supports. We will provide professional learning for our staff.	All Students	3000 Supplemental Materials and Resources
2.6	Structured Play will provide organized games with support staff during recess and lunch to explicitly teach and reinforce McGrath's 3 Bs: Be safe, Be	All Students	20,000 Supplemental

	Respectful, Be Responsible. This will build student awareness on the use of playground equipment and teach cooperation and problem-solving through structured games.		Materials, Resources, Extra Hourly
2.7	We will add PBIS signage across the campus. We will add curricular themed displays on our newly asphalted playgrounds.	All Students	10,000 Supplemental Materials
2.8	We will plan and hold school based activities included curricular assemblies for students and families on historically lower attendance days.	All Students	10,000 Supplemental Assemblies, Materials, Resources, Extra Hourly
2.9	Staff will work with outside consultant on restorative practices professional development.	All Students	10,000 Title I Fees and Materials

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.

During the 24-25 school year, McGrath continued to prioritize aligning all students, staff, and parents on clearly defining our PBIS program. Staff engaged in Restorative Practices Professional Development throughout the year. Staff and especially playground supervisors were trained on how to look for possible student situations, how to handle conflict, and how to build positive relationships. We continued with the implementation of structured play with the support of YMCA Staff. This has proved to be effective in supporting students during recess and lunch times. The school counselor and Behavior Support Specialists have been proactive by meeting and checking in with students. We have conducted Restorative Circles when the need arises for conflict resolution. Regular weekly and monthly attendance incentives have been implemented. All staff members are given PAW Prints to recognize students who are being respectful, responsible, and safe. Students can use these PAW Prints in the PAW Print Store. Two PBIS Assemblies focused on expectations. Daily reminders of the McGrath's 3 Bs (Be Safe, Be Responsible, Be Respectful) are included in morning announcements. Visibility of administrators in the classroom, in the cafeteria, on the playground, and in front of the school for arrival and dismissal have contributed to a calm and respectful environment.

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

The goal was implemented as written.

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

We will continue to work on our Chronic Absenteeism performance level. As a school, we are aiming for the Green level. Attendance meetings have been held throughout the school year. Next school year, we will start our meetings in August for families we know struggle with attendance. We have had one suspension this school year. Administrators, school counselor, school psychologist, Behavior Support Specialists share information about our students who might be having behavior or social emotional situations. All of us take different approaches to every situation. We will continue to work as a close team to address any distress that our students are experiencing. Our teachers and staff know that they can ask for assistance by radioing for support on their walkie talkies at any time of the day. Additionally, all our students have been responding positively to our PBIS Program including our PAW Prints and PAW Print Store.

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.

Parental Involvement and Family Engagement

The goal is to increase parent involvement in school decision making and increase family participation at school events.

LCAP Goal to which this School Goal is Aligned

LCAP goal to which this school goal is aligned.

Goal 3: To expand partnership with parents in decision-making processes and school activities, fostering a collaborative and supportive environment that positively impacts student success

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.

School climate is greatly enhanced when there is increased parent involvement and strong home to school partnerships. While our social events see strong attendance, our educational workshops and support sessions for families have lower participation rates, highlighting the need for more dynamic and interactive event formats. We will strive to increase parent attendance at our goal setting conferences in October. This year we handed out backpacks for students during the conferences. Enrichment nights offered by the District were not heavily attended even though they were advertised multiple times in ParentSquare Messages and were hosted at our school site. School Site Council, ELAC, PTA, and Donuts With the Principal were attended by a small group of parents. Opportunities were provided for parents to volunteer during school day events. We had more parents volunteer for these opportunities than last year. For events and meetings, multiple ParentSquare messages were sent, flyers were sent home, our marquee was updated weekly, and they were announced in the Daily Morning Messages.

Annual Measurable Outcomes

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

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Parent Survey	Percentage of parents who indicate that they are encouraged to participate in school activities: 95% Percentage of parents who indicate that the school communicates with parents: 86% * 23-24 Results. 24-25 are not available.	To increase parent agreement that they are encouraged to participate in school activities to 90% or higher. To increase the parent agreement that the school communicates with parents to 90% or higher.
School activities that provide opportunities to participate	Average number of families that attend social events: (200) Average number of families that attend learning / enrichment events: (20) Average number of parents that attend learning / support events: (20)	To increase the average number of families that attend social events to 250 or more. To increase the average number of families that attend learning / enrichment events to 40 or more. To increase the average number of parents that attend learning / support events to 40 or more.

Parent and teacher conferences	Percentage of parents who attended fall parent conferences: 90%	To increase parent attendance to be 95% or higher.
Parent Committees	<p>English Language Advisory Council (ELAC): Number of meetings: 3 Percentage of EL students represented: 10%</p> <p>School Site Council: Number of meetings (5), Average percentage of elected members who attend: 98%</p> <p>Parent Teacher Association: Number of meetings (5), Average number who attend: (20)</p>	<p>To increase representation at the ELAC to represent 25% of English learning students.</p> <p>To increase elected member attendance at SSC meetings to 99% or higher (or maintain)</p> <p>To increase parent participation at PTA meetings to 40.</p>

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	Include meaningful student and/or class activities and presentations at parent committee meetings PTA and ELAC meetings to encourage family participation and increased attendance at meetings. Survey families.	All Students	3000 Title I Resources and Materials
3.2	Provide multiple methods of home communication, digital and paper, and increase school signage to promote and increase parent attendance at upcoming events.	All Students	1000 Supplemental
3.3	To increase parent participation at school events, provide the option for in-person and online meetings via Google Meets, provide translation, and offer childcare to increase attendance.	All Students	1000 Supplemental Childcare, Translations (Extra Hourly)
3.4	Provide grade level socials and activities. Room parents for every classroom. Provide an environment for families to interact with other families and make connections. Continue activities that invite parents into the school for engagement and input.	All Students	5,346 Supplemental Resources, Materials, Extra Hourly
3.5	Community Collaboration and Incentives: Partner with local businesses and community organizations to sponsor events or provide resources for educational workshops. Offering incentives such as raffle prizes, certificates of participation, or small giveaways can also enhance interest and attendance.	All Students	0

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.

Our efforts to increase family participation at school events was successful. We had more families attend our social events including Trunk or Treat, Bingo for Books, and Pajamarama. We had over 200 participants for each event. We need to bring this same level of participation for District hosted educational workshops and support sessions. We did have more participation for our Literacy Nights hosted by our LST. There were 25 families who attended the event for grades K-2. They appreciated the reading strategies and the materials they were able to make during the workshop. Goal setting conferences were heavily attended in our primary grades. We had an attendance rate of 95% for UPK-2nd. However, we had 85% families attend for grades 3-6. Teachers and admin will make sure to follow up with each family to find a time that best works for their schedule in the coming year. We continue to increase parent involvement in school decision making and attending School Site Council and our English Language Advisory Council. We have changed the times to see if there would be better participation and included virtual sessions. We will survey our families to hear what would motivate more of them to attend these council meetings.

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

No major differences.

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

We provided some social events for grade levels this school year. This upcoming year, we will have room parents for every classroom. These room parents will be the connection between the classroom and families. Families have expressed the desire to know who is in their grade level in order to build a stronger grade level community. Having families feel connected to each other builds a stronger overall school community. Our families who attend ELAC are open to parent workshops. Admin and the Community Outreach will offer workshops on topics that the families will be surveyed on.

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.

Basic Services, Implementation of State Standards, and Access to Courses

The goal is to ensure that all students are taught academic standards at a high level of rigor in all content areas, using instructional materials aligned with standards.

LCAP Goal to which this School Goal is Aligned

LCAP goal to which this school goal is aligned.

Goal 4: To provide equitable access to basic services, rigorous implementation of state standards, and increased accessibility to a diverse range of courses for all students within the school district

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 review of both the California Dashboard and local data highlights areas of progress alongside critical gaps that require attention. There was growth in Mathematics, but a decline of 3.7 points in overall English Language Proficiency. Additionally, the percentage of students meeting or exceeding standards on the California Science Assessment (CAST) decreased 35% to 32%. These gaps indicate a need for more targeted interventions. In response to these challenges, the school has implemented several strategies that align with the goals outlined in the SPSA. Key strengths include the successful implementation of the Curriculum Alignment System, which has fostered a culture of collaboration among teachers through unit planning and data reflection sessions, strengthening our Tier 1 instruction. The gradual release of support has been effective in building teacher capacity, while Tier 2 and Tier 3 instruction has proven to be a valuable tool for addressing differentiated student needs. Explicit reading instruction, supported by phonemic awareness instruction and high-frequency word instruction, has provided a strong foundation for literacy development. The school's use of supplemental materials and enrichment activities, including on-site field trips, has connected academic content to real-world applications, enhancing student engagement. Curriculum specialists will be hired so every grade level (3-6) will have a grade level specialists for intervention and small group instruction. Grades K-2 will have the support of our LST and two curriculum specialists.

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
Staff Development / Professional Development	<p>Staff participated in Data Reflection Sessions for each cycle to determine best practices and strategies for continued student growth and progress. Staff participated in professional learning during staff meetings to ensure that students were engaged, actively participating and making meaning. During their PLC meetings, staff monitored student achievement data, developed cycles of targeted Tier I instruction, reviewed effective strategies, engaged in grade level collaborative work, and partnered with the site Learning Support teacher and RSP teacher to respond to the PLC four critical questions. Staff determined that we need to have solid Tier I first instruction and build capacity around Tier II interventions.</p>	<p>Instructional Growth Goal for 2025-2026:</p> <ul style="list-style-type: none"> *Focus on District 25 Essential Standards/Assessments For Each Grade Level *District Grade Level Professional Development from Orenda *GLAD Training *Focus on Student Engagement (Student Talk, Quality of Questioning, Cycle Question Stems) *ELD Block (Grade levels working together based on EL Levels) The outcome from having a schoolwide ELD Block will enable grade levels to work together to support the ELL Proficiency Levels. Every grade level will have a common schedule that includes the ELD block of support. English Learners will move at least one higher performance level on the Smarter Balanced Summative Assessment from Red to at least Orange. <p>PLC Focus:</p> <p>Critical Question 1 - What do want students to know and be able to do? Focus on the District 25 Essential Standards.</p> <p>Critical Question 3 - How will we collectively respond when students do not meet proficiency? Working together to make an instructional schedule for each grade level to protect core instruction. This will allow utilizing our intervention team (LST, Curriculum Specialists, RSP) most efficiently and effectively.</p> <p>The outcome from our PLC Focus will be a cohesive and comprehensive list of school wide strategies to best meet the needs of our students. Every grade level will have a common schedule that includes an intervention block of time. Student outcomes on the ELA and Math CAASPP date will show student groups increase by at least one color rating on the California Dashboard.</p>
Instructional Leadership Team Data Analysis and Outcomes	<p>Monthly ILT meetings were used for data analysis to determine our next steps. District assessments, student engagement, and PBIS were monthly topics of discussion. As an Instructional Leadership Team, we understand that Tier II Intervention is critical for our students. We need to have a better</p>	<p>Continue monthly meetings and data analysis of essential standards. Classroom observations and analysis of student work. Working as a school to promote best practices that benefit all students. Work together to align grade level expectations and rigor. Form a schedule that best utilizes our</p>

	instructional schedule so as a site we can best utilize our LST, curriculum specialists, and RSP teacher.	intervention team and special education services, protects core instruction, blocks out an English Language Development period, and purposeful integration of District Programs including music, art, and PE. By forming a school wide daily schedule, we will have less transitions and interruptions to instruction, thus yielding an increase by one color rating on the California Dashboard in ELA, Math, and English Learner Progress. The school wide daily schedule will be the measurable outcome.
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Strategies/Activities

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

Strategy/ Activity #	Description	Students to be Served	Proposed Expenditures
4.1	Provide professional learning to build staff's depth of understanding around ELA Blueprints, claims, and targets to support work around District Grade Matrices and curriculum alignment, and assessments during ILT meetings, staff meetings, and grade level collaboration.	All Students	10,000 Supplemental Resources, Teacher Hourly, Teacher Release
4.2	Be GLAD Training to support our English Learners and socioeconomically disadvantaged student groups in their development of language, vocabulary, and literary skills.	English Learners, Socioeconomically Disadvantaged Students	1,000 Supplemental Resources, Teacher Hourly, Teacher Release
4.3	Professional learning facilitated by the PBIS Team, school psychologist, and administrators to build capacity around Tier II Positive Behavior Interventions and Supports.	All Students	1000 Supplemental Resources, Teacher Hourly, Teacher Release
4.4	Professional Learning Opportunities to work with District Coach on student engagement/student talk. Work on development of unit plans that focus on the essential standards, success criteria, and question stems.	All Students	1000 Supplemental Resources, Teacher Hourly, Teacher Release

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.

The strategies outlined in our Single Plan for Student Achievement have been largely implemented, with some components still in progress. Our curriculum alignment efforts, including the deepening of our understanding of CAASPP blueprints and ensuring appropriate academic rigor across grade levels, have been successfully carried out. Additionally, we have rolled out professional development focused on explicit reading instruction, Positive Behavior Interventions and Support (PBIS), and the Capturing Kids' Hearts initiative, all of which have contributed to a supportive learning environment.

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

We had planned on having more curriculum specialists this year. Due to a lack of job pool applicants, all the positions were not filled. We were recently able to add two more curriculum specialists. We plan to hire two more for the start of the 2025-2026 school year. Two curriculum specialists will work with our LST with the primary grades on phonics and sight words. The other four curriculum specialists will be assigned a grade level (grades 3-6) to provide support for intervention and to support small group instruction.

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.

As a result of our analysis, we have made changes to the Curriculum Alignment strategy to further support teachers and improve student achievement in English Language Arts (ELA). Last year's strategy focused on deepening our understanding of CAASPP blueprints and item specifications to ensure appropriate academic rigor across grade levels. This year our strategy includes the continues implementation of support mechanisms, such as Data Reflection Sessions and Guided Planning opportunities for all grade levels. These systems will provide structured opportunities for teachers to analyze student performance data and collaborate on instructional strategies.

Budget Summary

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

Budget Summary

DESCRIPTION	AMOUNT
Total Funds Provided to the School Through the Consolidated Application	\$
Total Funds Budgeted for Strategies to Meet the Goals in the SPSA	\$305,645.00
Total Federal Funds Provided to the School from the LEA for CSI	\$0

Other Federal, State, and Local Funds

List the additional Federal programs that the school includes in the schoolwide program. Adjust the table as needed.

Note: If the school is not operating a Title I schoolwide program, this section is not applicable and may be deleted.

Federal Programs	Allocation (\$)
Title I	\$104,299.00

Subtotal of additional federal funds included for this school: \$104,299.00

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 (\$)
	\$0.00
Supplemental	\$201,346.00

Subtotal of state or local funds included for this school: \$201,346.00

Total of federal, state, and/or local funds for this school: \$305,645.00