



Additional Targeted Support and Improvement (ATSI) School Plan for Student Achievement (SPSA)

School Name	County-District-School (CDS) Code	Schoolsite Council (SSC) Approval Date	Local Board Approval Date
Wagner Holt Elementary School	39685856108807	May 18, 2026	6/16/2026

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 Wagner Holt Elementary School for meeting ESSA's planning requirements for Additional Targeted Support and Improvement (ATSI) 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.

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Plan Description

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

To effectively meet the requirements of the Every Student Succeeds Act (ESSA) in alignment with our Local Control and Accountability Plan (LCAP) and other federal, state, and local programs, our school has developed a comprehensive strategy centered around the goals outlined in our LCAP, particularly focusing on LUSD LCAP Goals #1, #2, and #3:

Goal #1: Access to Standards-Based Curriculum, Well-Trained Teachers, and Well-Maintained Facilities

To achieve this goal, our school ensures that all students have access to a standards-based curriculum aligned with state standards. Teachers receive ongoing professional development to stay highly qualified in their subject areas.

Strategies to Address Goal #1 for ESSA Compliance:

Regularly review and align curriculum with state standards.

Provide targeted professional development opportunities for teachers to enhance their instructional practices.

Goal #2: Student Growth in English Language Arts (ELA) and Math; Progress for English Learners (ELs) in English Proficiency

Our school focuses on supporting all students, including English learners, to demonstrate growth in core subjects such as ELA and Math. We specifically address the needs of English learners to ensure progress in English language proficiency alongside academic achievement.

Strategies to Address Goal #2 for ESSA Compliance:

Implement data-driven instructional practices to monitor student progress in ELA and Math.

Provide targeted interventions and support for English learners to develop English language skills alongside academic content mastery.

Goal #3: Safe and Connected School Environment

We prioritize creating a safe and welcoming school environment where students and families feel connected and supported. This goal is assessed through climate surveys, attendance records, and behavioral data.

Strategies to Address Goal #3 for ESSA Compliance:

Conduct regular climate surveys to gather feedback from students, families, and staff.

Analyze attendance and behavioral data to identify trends and implement interventions as needed.

Offer family engagement activities and resources to foster stronger connections between school and home.

By aligning our efforts with these LCAP goals, our school's plan effectively integrates ESSA requirements with a focus on academic achievement, equitable access, and a positive school climate. This comprehensive approach ensures that all students receive a high-quality education and support to thrive academically and socially.

Educational Partner Involvement

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

Involvement Process for the SPSA and Annual Review and Update

The Comprehensive Needs Assessment (CNA) process at our school followed a structured, collaborative approach aligned with the WestEd framework and School Site Council (SSC) guidance. This three-phase process ensured the collection of diverse data and stakeholder input to inform the development of a responsive and inclusive School Plan for Student Achievement (SPSA).

Phase One: Comprehensive Needs Assessment

The process began in December 2025 and continued through February 2026 with the Comprehensive Needs Assessment (CNA), during which the school community engaged in multiple activities to examine current practices and student outcomes. This phase included administering the Four Domains CALL (Comprehensive Assessment of Leadership for Learning) survey, conducting classroom visits, facilitating focus groups, and reviewing artifacts related to instructional practices, school systems, and student supports. In addition, school leaders completed a reflective self-assessment aligned with the Four Domains for Rapid School Improvement to evaluate leadership, instruction, culture, and systems and provide internal perspectives on current practices.

Stakeholder engagement was an integral part of this process, with input gathered from teachers, classified staff, students, and parents. Forums such as the School Site Council (SSC), English Learner Advisory Committee (ELAC), parent advisory groups, staff meetings, and student focus groups were used to gather perspectives, validate findings, and build shared understanding of the school's strengths and areas for growth. As part of this phase, the team also reviewed Lodi Unified's accountability data, including student attendance and achievement data available through the school's report card. The combination of stakeholder input, quantitative data, and artifact review provided a well-rounded understanding of school performance and informed the findings of the CNA report.

Phase Two: Root Cause Analysis

In the second phase, the leadership team engaged in a root cause analysis process to examine the CNA findings more deeply. Through collaborative discussions and data analysis, the team identified the key factors influencing student performance and school outcomes. This process helped clarify the underlying drivers of both strengths and challenges, allowing the team to prioritize the most critical areas for improvement and focus their efforts on strategies most likely to impact student learning.

Phase Three: SPSA Plan Development

The final phase focused on the development of the School Plan for Student Achievement (SPSA). Using insights from the CNA and root cause analysis, school leadership teams with input from stakeholders worked together to develop focused goals, strategies, and actionable steps aligned with identified needs. This phase emphasized ensuring that improvement efforts are clearly connected to data and supported by specific actions designed to strengthen instructional practices, support student learning, and promote continuous improvement across the school.

Ongoing Engagement and Continuous Improvement

The school will continue to engage educational partners throughout the year to review progress and guide ongoing improvement of the School Plan for Student Achievement (SPSA). The School Site Council (SSC) will serve as a central structure for monitoring the implementation of strategies, reviewing student data, and discussing adjustments to actions based on evidence of impact. The English Learner Advisory Committee (ELAC) and other parent advisory groups will also be provided opportunities to review progress and offer input, ensuring that the needs of English learners and other student groups remain a focus of the school's improvement efforts.

Staff collaboration will also support the ongoing implementation of the plan. Regular opportunities during staff and team meetings will be used to review data, reflect on instructional practices, and make adjustments to strategies as needed to better support student learning.

The school will continue to communicate updates and gather feedback from the broader school community through multiple channels, such as newsletters, school communication platforms, parent meetings, and translated materials to ensure accessibility for all families. Student perspectives will also be incorporated through a variety of opportunities, such as surveys, classroom discussions, and student leadership forums.

Through continued collaboration and communication with educational partners, the school will use the SPSA as a living plan that guides improvement efforts and responds to the evolving needs of students and the school community.

Resource Inequities

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

This section is required for all schools eligible for ATSI and CSI only.

Wagner-Holt Elementary's 2025 California School Dashboard data identify chronic absenteeism as the primary area of need for targeted student groups, including African American students. While overall school systems have continued to improve in areas such as school climate and behavior, attendance data indicate that African American students are disproportionately impacted by chronic absenteeism compared to the All Students group. This trend highlights ongoing inequities in consistent access to instruction, which directly impacts academic outcomes. Although the Comprehensive Needs Assessment (CNA) reflects continued implementation of Positive Behavioral Interventions and Supports (PBIS) and improved school culture, the data suggest that these universal systems have not fully addressed barriers related to student attendance for all groups. Chronic absenteeism may be influenced by a variety of factors, including engagement, connection to school, and external barriers, indicating the need for more targeted and proactive supports. This analysis points to the importance of strengthening attendance-focused interventions, increasing family engagement, and providing individualized support for students with identified attendance concerns. Efforts such as early outreach to families, clear communication of attendance expectations, and connection to resources will be critical. Addressing chronic absenteeism for African American students will be essential to ensuring equitable access to learning and improving overall student outcomes.

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.

At Wagner-Holt Elementary School, the 2025 California School Dashboard shows two state indicators in the lower performance categories:

English Learner Progress (ELPI) was in the Red performance level, indicating that English Learners were not making adequate progress toward English language proficiency and that this is a significant area of need.

English Language Arts (ELA) was in the Orange performance level, showing that overall student performance in literacy is below the desired standard and requires targeted improvement efforts.

Together, these results highlight continued challenges in literacy development and English Learner progress, signaling a need for strengthened Tier 1 instruction, targeted intervention, and more intentional supports for multilingual learners.

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.

At Wagner-Holt Elementary School, the 2025 California School Dashboard indicates performance gaps where specific student groups are performing two or more performance levels below the All Students group. For Chronic Absenteeism, African American students are performing at a lower level than the All Students group, reflecting a significant disparity in consistent school attendance. This gap suggests that African American students are experiencing greater barriers to regular attendance, which may impact overall academic engagement and achievement. In Mathematics, students with disabilities are also performing two or more performance levels below the All Students group. This indicates a persistent achievement gap in math outcomes for this student group and highlights the need for more targeted instructional supports, differentiation, and intervention strategies. Overall, these disparities point to the need for continued focus on equitable access to instruction, strengthened Tier 1 practices, and targeted supports to address attendance and academic achievement gaps for historically underserved student groups.

Annual Review

SPSA Year Reviewed: 2025-26

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

Goal 1

Title and Description of School Goal

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

Academic Growth and Achievement

Through the continuous implementation of the Multi-Tiered System of Support (MTSS), Wagner-Holt Elementary School aims to enhance academic instruction. Our approach is centered on the use of common and reliable data, ensuring a culturally responsive, strength-based, and differentiated learning experience for all students. The goal is to achieve a 5% increase in proficiency on the following universal measures in English Language Arts, Mathematics, and Science:

K-2 DIBELS Assessment

2nd-6th Grade STAR Assessment

3rd-6th Grade ELA iReady Universal Screener

3rd-6th Grade CAASPP English Language Arts

K-6th Grade Math iReady Universal Screener

3rd-6th Grade CAASPP Mathematics

5th Grade California Science Test (CAST)

California Dashboard: English Language Arts, Mathematics, and English Learner Progress Indicator (ELPI)

This targeted improvement will contribute to the overall academic growth and success of our students.

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

The implementation of strategies and activities aligned to Goal 1 was consistent and multifaceted, resulting in measurable progress toward improved student achievement. The support of a district-assigned Early Literacy Teacher on Special Assignment (TOSA) and a site-based ELA intervention teacher provided targeted assistance to students in grades K–6, strengthening foundational reading skills and supporting differentiated instruction. Additionally, the district Math TOSA contributed to improving instructional practices in mathematics through modeling lessons, coaching, and collaboration with teachers. Professional development in both reading and math instruction was provided throughout the year, equipping teachers with research-based strategies to enhance Tier 1 instruction. These efforts were reinforced through regularly scheduled MTSS data conferences each trimester, where staff analyzed student data, monitored progress, and adjusted instruction and interventions accordingly. This systematic approach ensured that instructional decisions were data-driven and responsive to student needs. The integration of supplemental resources, including expanded library materials and AVID supplies, supported student engagement and access to rigorous academic content. A continued focus on English Language Development (ELD), supported by bilingual paraprofessionals, improved access to the curriculum for English learners and strengthened language acquisition across content areas. Enrichment opportunities such as educational assemblies and study trips further enhanced student engagement and provided meaningful connections to classroom learning. Overall, the coordinated implementation of these strategies contributed to increased instructional coherence, stronger support systems for students, and progress toward achieving the school's academic goals.

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

Overall, the implementation of planned strategies and budgeted expenditures remained largely consistent with the original plan. All major actions, including staffing allocations (Early Literacy TOSA, Math TOSA, ELA intervention teacher, and bilingual paraprofessionals), professional development, MTSS data conferences, and the purchase of supplemental materials were carried out as intended. While implementation fidelity remained strong, student outcome data revealed some variation across content areas and grade spans. Middle-of-Year math scores experienced a slight decrease of 1% compared to the previous year, and K–2 DIBELS results showed a 5% decline. These outcomes suggest that, despite the planned investments in math instruction and early literacy supports, additional refinement in

instructional strategies and intervention targeting may be needed in these areas. In contrast, 3rd–6th grade i-Ready ELA scores increased by 2% year over year, indicating that the allocated resources and instructional supports in upper-grade literacy, particularly targeted intervention and professional development had a positive impact. These differences highlight that while expenditures and implementation aligned with the plan, the effectiveness of specific strategies varied, and adjustments will be necessary moving forward to better address early literacy and math outcomes.

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 this analysis, several key adjustments will be made to strengthen the effectiveness of Goal 1. The primary shift will be the adoption of Distance from Standard (DFS) as a core metric to monitor student progress. This change allows for more precise tracking of growth and ensures that annual outcomes are both measurable and attainable for all student groups. In addition, strategies will place a stronger emphasis on teacher collaboration and instructional coherence. Teachers will engage in structured Professional Learning Communities (PLCs) to analyze student data, share best practices, and plan targeted instruction. Routine data cycles will be implemented to ensure ongoing progress monitoring and timely instructional adjustments. To further improve outcomes, there will be an increased focus on strengthening Tier 1 instruction across all classrooms. This includes the implementation of Visible Learning methodologies, such as clearly defined learning intentions and success criteria, to enhance student understanding of expectations and ownership of learning. These changes are reflected in the revised Goal 1 action steps, updated metrics, and professional development plan outlined in the 2026–2027 SPSA, specifically within the sections addressing instructional strategies, data monitoring systems, and staff professional learning.

Goal 2

Title and Description of School Goal

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

Social-Emotional Behavioral

Wagner-Holt will increase its tiered supports to strengthen social-emotional and behavioral interventions, ensuring a more comprehensive and effective system for addressing student needs.

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

The implementation of strategies aligned to Goal 2 focused on strengthening a comprehensive, schoolwide system of social-emotional and behavioral supports. The continued implementation of Positive Behavioral Interventions and Supports (PBIS) was carried out with fidelity, as evidenced by the school earning Platinum-level recognition. This reflects a strong commitment to establishing clear expectations, reinforcing positive behavior, and creating a consistent and supportive school climate. Additional activities, including an anti-bullying assembly and regular academic and behavior recognition assemblies, contributed to promoting positive student behavior and reinforcing a culture of respect, safety, and achievement. These efforts helped increase student awareness of behavioral expectations and provided opportunities to celebrate student success. As a result of these coordinated strategies, the school demonstrated measurable improvement in behavioral outcomes. According to the California Dashboard, the school's suspension indicator improved from the Orange performance level to Yellow. Furthermore, the total number of student suspensions declined by 2.5%, indicating progress toward reducing exclusionary discipline practices. Overall, the strategies implemented under Goal 2 were effective in improving school climate and reducing suspension rates, while continuing to build a more proactive and supportive system to address students' social-emotional and behavioral needs.

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

There were no major differences between the intended implementation and the budgeted expenditures for Goal 2. All planned strategies and activities, including the continued implementation of PBIS, student assemblies, and recognition programs, were carried out as outlined in the SPSA. Resources were allocated and utilized as intended to support the development of a comprehensive, tiered system of social-emotional and behavioral supports.

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 this analysis, Goal 2 will be refined to strengthen the effectiveness of Tier 1 supports while enhancing targeted interventions for students requiring additional support. A greater emphasis will be placed on reinforcing clear behavioral expectations, consistent implementation of PBIS practices, and integrating social-emotional learning within

core instruction to improve overall Tier 1 effectiveness. In addition, the role of support staff will be expanded to ensure more strategic use of data in identifying and addressing student needs. School counselors and the site-based mental health clinician will collaborate regularly to review behavior data, monitor trends, and identify students in need of Tier 2 interventions. This will allow for more timely, targeted, and responsive supports to address emerging behavioral and social-emotional concerns. These changes are reflected in the revised Goal 2 action steps and intervention systems outlined in the SPSA, specifically within the sections addressing PBIS implementation, student support services, and data-driven decision-making processes.

Goal 3

Title and Description of School Goal

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

Parent Involvement

Strengthen parent involvement by implementing a structured communication plan that fosters regular updates, provides opportunities for parent-teacher collaboration, and encourages active participation in activities and decision making processes.

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

The implementation of strategies aligned to Goal 3 focused on increasing opportunities for meaningful family engagement and improving communication with stakeholders. The school successfully hosted a Family STEAM Night in April, which provided an interactive and engaging opportunity for families to participate in hands-on learning experiences alongside their students. Additionally, the school maintained consistent weekly communication through the Sunday SMORE newsletter, which highlighted schoolwide events, important updates, and timely reminders, helping to keep families informed and connected. The school also expanded access to campus events by inviting families to participate in activities such as the Harvest Festival, Costume Parade, and Read Across America Week. These events promoted a welcoming school environment and encouraged family involvement in the school community. However, there were areas where implementation was less effective than intended. Attendance at ELAC meetings declined compared to the previous year, and parent cafés were not implemented as originally planned. These factors limited opportunities for deeper engagement and input from families, particularly for targeted groups. Overall, while the school was successful in maintaining strong communication and hosting inclusive schoolwide events, additional efforts are needed to increase participation in structured parent engagement opportunities and ensure more consistent involvement across all family groups.

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

There were some differences between the intended implementation and the budgeted expenditures for Goal 3, primarily related to unspent funds tied to family engagement activities that were not fully implemented. Specifically, \$750 allocated for Print Shop services to create parent communication signage was not utilized, \$500 designated for food to support parent meetings was not spent, and \$461 budgeted for materials for student-led parent events was also not expended. These unspent funds reflect that certain planned engagement strategies, such as parent cafés and additional parent-centered events, were not carried out as intended. In contrast, \$1,500 allocated for the Family STEAM Night was fully utilized and resulted in a successful event with strong family participation. This indicates that while some planned expenditures were not implemented, resources that were used supported effective and well-attended engagement opportunities. Overall, the differences in expenditures highlight a need to more fully implement planned parent engagement activities and ensure allocated funds are strategically used to increase family participation in the future.

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 this analysis, Goal 3 will be adjusted to strengthen meaningful family engagement by providing more structured opportunities for parents to directly support their child's academic success at home. One key change will be the allocation of funds to purchase leveled readers that will be distributed to families at Back-to-School Night. This strategy is intended to reinforce expectations for regular at-home reading and increase parent involvement in supporting literacy development. In addition, this approach will serve as an entry point for clearer communication with families about their role in their child's academic progress, while also providing them with accessible tools to support learning. These changes are reflected in the revised Goal 3 action steps and budget allocations within the SPSA, specifically in the sections addressing family engagement strategies, resource allocation, and home-school connections.

Goal 4

Title and Description of School Goal

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

Additional Targeted Support & Improvement ATSI

The educational outcomes of our African American students will mirror that of the general population (All Students group on the dashboard).

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

The implementation of strategies aligned to the ATSI goal focused on improving outcomes for African American students through targeted supports and increased attention to equity in instructional practices. Overall, implementation was successful, with key action steps carried out as planned. These included strengthening Tier 1 instruction, providing targeted academic interventions, and utilizing data to monitor student progress and inform instructional decisions. Staff engaged in ongoing data analysis to identify areas of need and adjust supports accordingly, ensuring that African American students received more responsive and intentional instruction. Additionally, efforts to create inclusive and supportive classroom environments contributed to increased student engagement and access to learning. While implementation of strategies was consistent, progress toward fully closing the achievement gap with the All Students group remains ongoing. The actions taken have laid a strong foundation, and early indicators show movement in the right direction; however, continued focus on targeted supports, high-quality instruction, and progress monitoring will be necessary to achieve full alignment in outcomes. Overall, the strategies implemented under this goal were effective in establishing systems and practices aimed at improving student achievement, with continued refinement needed to accelerate progress.

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

There were no major differences between the intended implementation and budgeted expenditures for this goal, as no specific Title I funds were allocated exclusively to support the ATSI focus. Strategies and activities were implemented using existing site and district resources, including staffing, instructional supports, and data monitoring systems already in place. As a result, the planned actions were carried out as intended without reliance on dedicated budget line items. Moving forward, consideration may be given to allocating targeted resources to further strengthen and accelerate outcomes for African American students.

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 this analysis, targeted strategies will be added to strengthen support for African American students, with an increased focus on attendance and engagement as key drivers of academic success. Students will be provided access to the Soaring Scholars program to offer additional academic support, enrichment, and connection to school. In addition, site administration will proactively meet with African American students and their families at the beginning of the school year—particularly those who were identified as chronically absent during the 2025–2026 school year. These meetings will focus on clearly communicating attendance expectations, identifying potential barriers to consistent attendance, and connecting families with available resources and supports to improve student attendance and engagement. These changes are reflected in the revised ATSI goal action steps and student support strategies within the SPSA, specifically in the sections addressing targeted student groups, attendance interventions, and family engagement supports.

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 Growth and Achievement

By Spring 2026, Wagner-Holt Elementary School will improve student outcomes in English Language Arts, Mathematics, and English Learner Progress, as measured by the California Dashboard and district i-Ready assessments, through strengthening Tier 1 core instruction and providing targeted Tier 2 supports within the MTSS framework.

Aligned with three-year California Dashboard trends, the school will reduce English Language Arts distance from standard by 6 points, reduce Mathematics distance from standard by 6 points, and increase the percentage of English Learners making annual progress by 3 percentage points, supporting continued growth in academic achievement.

Locally, informed by four-year i-Ready middle-of-year trend data, the school will reduce Reading distance from standard by 8 points and reduce Math distance from standard by 7 points, as measured by the i-Ready diagnostic

LCAP Goal to which this School Goal is Aligned

LCAP goal to which this school goal is aligned.

All students will demonstrate growth towards meeting or exceeding standards in English Language Arts (ELA) and Math and English learners (ELs) will demonstrate progress in developing English language proficiency.

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.

Analysis of three-year California Dashboard results indicates that Wagner-Holt Elementary experienced declines in English Language Arts, Mathematics, and English Learner Progress in the most recent reporting year. English Language Arts distance from standard increased significantly, and Mathematics declined sharply following earlier improvement. English Learner Progress also declined significantly, highlighting the need to strengthen instructional supports for multilingual learners.

Four-year i-Ready MOY trend data indicate that many students perform one grade level below expectations, particularly in Mathematics. This pattern suggests that a large portion of students are approaching grade-level proficiency and may benefit from targeted instructional acceleration and strengthened Tier 1 classroom practices. In English Language Arts, a growing percentage of students perform two or more grade levels below expectations, indicating ongoing literacy needs that require continued support.

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
CA Dashboard – English Language Arts Distance from Standard	Baseline / Actual Outcome (2025 Dashboard) 72.8 points below standard	Expected Outcome (2026 Dashboard) Reduce to approximately 68–69 points below standard
CA Dashboard – Mathematics Distance from Standard	Baseline / Actual Outcome (2025 Dashboard) 79.5 points below standard	Expected Outcome (2026 Dashboard) Reduce to approximately 75–76 points below standard
. CA Dashboard – English Learner Progress	Baseline / Actual Outcome (2025 Dashboard) 34.0% making progress	Expected Outcome (2026 Dashboard) Increase to approximately 37–39% making progress
. iReady ELA MOY – Students Early or Mid On Grade Level	Baseline (MOY 2026) 31%	Expected Outcome (MOY 2027) Increase to approximately 34–36%

iReady ELA MOY – Students Two or More Grade Levels Below	Baseline (MOY 2026) 37%	Expected Outcome (MOY 2027) Decrease to approximately 33–35%
iReady Math MOY – Students Early or Mid On Grade Level	Baseline (MOY 2026) 16%	Expected Outcome (MOY 2027) Increase to approximately 19–21%
iReady Math MOY – Students Below Grade Level	Baseline (MOY 2026) 84%	Expected Outcome (MOY 2027) Decrease to approximately 80–82%

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>Strategy: Strengthening Literacy Program Implementation through District Reading TOSA (Serving Grades: K-2)</p> <p>Actions:</p> <ul style="list-style-type: none"> • Provide daily pull-out small group intervention support for students in grades K-2 using SIPP’s placement and mastery tests. • Planning and scheduling professional development days with the CORE curriculum consultant • Prepares, organizes and presents data at the two Academic Data Conferences • Reinforces and supports the implementation of the organization consistencies during the Academic Data Conferences • Collaborates monthly with grade level teams during common planning time 	All students	\$0 Central Title I
1.2	<p>Strategy: Strengthening Literacy Program Implementation through Site-Based Reading TOSA (Serving Grades: 3-6)</p> <p>Actions:</p> <ul style="list-style-type: none"> • Provide daily pull-out small group intervention support for students in grades 3-6 using the phonics domain of the iReady diagnostic. • Collaborates monthly with grade level teams during common planning time to share SIPP’s mastery data • Collaborates with the SST process 	Students in grades 3-6	\$72,271 Title I 1900 Other Cert Salaries Site-Based ELA Intervention TOSA \$27,396 Title I 3000 Benefits Benefits for Site-Based ELA Intervention TOSA
1.3	<p>Strategy: Strengthening Math Program Implementation through Site-Based Math TOSA (Serving Grades: 3-6)</p> <p>Actions:</p> <ul style="list-style-type: none"> • Provides daily push-in small group support for 3rd grade students • Provides daily pull-out small group support for students in grades 4-6 	Students in grades 3-6	

	<ul style="list-style-type: none"> • Prepares, organizes and presents data at the two Academic Data Conferences • Reinforces and supports the implementation of the organization consistencies during the Academic Data Conferences • Provides instructional support of implementation of the iReady instructional components (teacher tool kit) • Attends iReady consultant professional developments, providing instructional support as follow up 		
1.4	<p>Strategy: Strengthen instructional through professional development opportunities</p> <p>Actions: Provide quarterly professional development opportunities with CORE curriculum consultants. Provide two professional development sessions with the iReady consultant for co-planning/co-teaching of the iReady curriculum Provide on-going target professional development to support implementation of curriculum and instructional materials Use information from collaborative discussions during academic data conferences to determine professional developments to support staff with instructional practices</p>	All students	\$2,000 Title I 5800 Prof and Operating/Consultants PD \$22566 Title I 1150 Teacher Sub CORE \$5636 Title I 3000 Benefits Benefits for Teacher Substitutes
1.5	<p>Strategy: Reflect and review students outcomes based on diagnostic data</p> <p>Actions:</p> <ul style="list-style-type: none"> • Schedule and provide release time by grade level for at least two academic data conferences. • Review universal screeners and state/local data to identify trends and areas for improvement • Collaborate, plan and respond through grade level discussions of instructional best practices • Evaluate instructional effectiveness of strategies for continuous improvement • Use data collection sheets to track individual students progress • Create small groups based on the identified areas of need and make adjustments to students receiving pull out services based on data. • Use data to refer students for additional data supports (SST, Tier II) • Schedule and provide release time for K-2 teachers to administer the DIBELS assessment to students. 	All students	\$0 Title I 1150 Teacher Sub Data Conferences - See goal 1.4 \$0 Title I 1150 Teacher Sub DIBELS Assessment - see goal 1.4

<p>1.6</p>	<p>Strategy: Strengthen Instructional Practices during Designated ELD times</p> <p>Actions:</p> <ul style="list-style-type: none"> • Ensure that ELD students are provided 30 minutes of designated ELD instruction on a daily basis. • Provide bilingual paras professional development on the Frames of Fluency program to support students. • ELD Paraprofessional will provide daily push in support to EL students during core instructional time • District ELD coach will provide instructional support to teachers two times a year based on identified areas of need for staff. • ELPAC essentials supplemental curriculum for test preparation 	<p>English Learners</p>	<p>\$1,000 Title I 4300 Materials ELPAC essentials</p>
<p>1.7</p>	<p>Strategy: Implement PLC practices to build collaboration around planning, instructional practices and and analysis of formative assessments</p> <p>Actions:</p> <ul style="list-style-type: none"> • Communicate the why and expectations of the PLC practices with the staff • Create school calendar that ensures there is dedicated time for teams to engage in PLC practices at least twice a month • Provide ongoing training to staff on the foundations and principles of the PLC process (norms, agendas, bringing data, instructional materials, instructional best practices discussions) • Research and develop a document to guide grade level thinking during PLC process • Schedule and provide release time for grade level at least two times per year for collaboration and planning using PLC processes. 	<p>All students</p>	<p>\$0 Title I 1150 Teacher Sub PLC Collaboration Time - see goal 1.4</p>
<p>1.8</p>	<p>Strategy: Utilize supplemental resources and materials to support all students accessing tier one instruction.</p> <p>Actions:</p> <ul style="list-style-type: none"> • Teachers will implement the organization component of AVID to support all learners. • K-6 Teachers will implement WICOR strategies to standardize high quality tier one instruction 	<p>All students</p>	<p>\$0 Title I 5715 Print Shop Duplicating - Using alternative funding source. \$5,000 Title I 4200 Books Supplemental readers and library books \$500.00 Title I 5872 Field Trips</p>

	<ul style="list-style-type: none"> • Utilize duplicating services to provide students with resources and materials necessary during core instruction. • Purchase supplemental books for classrooms to provide leveled fluency practice for students. • Provide opportunities for study trips that give students real life experiences that supplement classroom instruction • Purchase library reading materials to provide students with more options to explore various subjects and interests. 		<p>Study Trips \$3,596 Title I 4300 Materials AVID Supplies</p>
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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.

Social-Emotional Behavioral (PBIS & SEL)

Wagner-Holt will expand its tiered support systems to enhance social-emotional and behavioral interventions, creating a more coordinated and effective framework for meeting student needs.

LCAP Goal to which this School Goal is Aligned

LCAP goal to which this school goal is aligned.

All students and families will feel safe and connected at school as measured by climate surveys, attendance data and behavioral data.

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 a comprehensive review of needs assessment data, including chronic absenteeism and suspension rates, as well as state and local indicators, several areas have been identified as needing targeted improvement. Analysis of the California School Dashboard highlights notable performance gaps among specific student groups, particularly African American students in chronic absenteeism and students with disabilities in mathematics. In response, the school has refined its approach to include a strengthened Multi-Tiered System of Supports (MTSS) designed to address these disparities. These efforts focus on implementing targeted, data-driven interventions, improving Tier 1 instruction, and providing additional supports to ensure more equitable outcomes for all student groups.

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
CA Dashboard - Chronic Absenteeism	CA Dashboard Chronic Absenteeism was in 29.7% This was a 8.7 percent decrease.	CA Dashboard Chronic Absenteeism will be 28% which will be a 1.7% decrease.
CA Dashboard- Suspension	CA Dashboard Suspension was 3.1% which was 2.5% decline.	CA Dashboard Suspension will be 3% which will be a .1 decrease.

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	<p>Strategy: Implementing PBIS Tier I School-Wide Systems to Establish Clear Behavior Expectations</p> <p>Actions:</p> <ul style="list-style-type: none"> Set school-wide behavior expectations with a continuous review of the behavior matrix for all areas of the school. 	All students	<p>\$3,000 Title I 5715 Print Shop Duplicating \$3,000 Title I 5800 Prof and Operating/Consultants</p>

	<ul style="list-style-type: none"> • Student recite the Orca Pledge Daily through morning announcements • At the start of the school PBIS passport day to have different leaders share the expectations for the different areas of the school • For students who enroll after passport day, student leaders will share the Orca Expectations with the new student for the different locations on campus. • Teachers' daily schedules are visible and posted for students to have an understanding of their day. • Teachers post classroom rules and routines/ procedures for students. • Teachers will implement the 20 minutes of daily SEL lessons to reinforce tier one expectations. • Teachers will receive professional development on behavior supports and strategies that can be implemented in the school year at least one time per year. • Teachers will use universal behavior responses such as 5:1 (praise to corrective), proximity, circulating, prompting, attention signals and/or choice to reinforce behavior expectations. • PBIS Team will monthly examine behavior data to determine effectiveness of implementation and identify students who may be in need of additional supports. • Data will be shared with staff monthly. • Teachers and staff will use the ORCA bucks incentive system to recognize students who are meeting and exceeding behavior expectations. • Students have the opportunity to use their ORCA bucks on prizes from the prize list monthly. • Teachers select 4 students per class 2 times a year to highlight outstanding achievement in demonstrating positive ORCA behavior during awards assemblies • 1st-6th grade will attend an anti-bullying assembly • Campus-wide visual supports are created through district Print Shop and posted throughout campus to support students in following schoolwide behavior expectations • A Handbook for guidance on School Playground and Cafeteria Monitor employees is presented to staff to provide written expectations on how to prevent, redirect and respond to disruptive students behavior during lunch recess times. 		<p>Assembly Presenter</p>
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<p>2.2</p>	<p>Strategy: Implementing PBIS Tier II School-Wide Systems to Support Students who Need Additional Support</p> <p>Actions:</p> <ul style="list-style-type: none"> • Students will be referred to CICO intervention based on review of data and then paired with a school staff member for daily behavior support. • Within the classroom, teachers will utilize systems such as IF/Then, individual token systems, choice boards and individualized visual schedules. • Identified students will receive small group social skills supports with the school counselor • Structured recess will be utilized for students who are referred based on data. 	<p>Students in need of Tier 2 behavioral supports</p>	
<p>2.3</p>	<p>Strategy: Implementing PBIS Tier III School-Wide Systems to Support Students who Need Additional Support</p> <p>Actions:</p> <ul style="list-style-type: none"> • Students who qualify are placed on a behavior intervention plan • Students receive 1:1 counseling from the school counselor • Students receive 1:1 support from the mental health therapist • The behavior support paraprofessionals work with students who have been identified as Tier III behavior students. • Students referred to Tier III supports will have an SST meeting with the family. 	<p>Students in need of Tier 2 behavioral supports</p>	

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.

Parent Involvement

Strengthen parent involvement by implementing a structured communication plan that fosters regular updates, provides opportunities for parent-teacher collaboration, and encourages active participation in activities and decision making processes.

LCAP Goal to which this School Goal is Aligned

LCAP goal to which this school goal is aligned.

All students and families will feel safe and connected at school as measured by climate surveys, attendance data and behavioral data.

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.

Many parents express a desire to be more engaged in their children's education and school community, but face barriers such as conflicting schedules, limited communication channels, and unclear expectations regarding their involvement. This gap highlights the need for a more accessible and inclusive approach to parent engagement that accommodates diverse schedules and preferences while clearly defining the roles and benefits of active involvement in the educational process.

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 Teacher Conference Participation	2025-2026 Baseline 95% Attendance at Parent Teacher Conferences	2026-2027 Maintain 95% or higher
Back to School Night- Parent attendance	2025-2026 Baseline 227 Parents Attended Back to School Night.	2026-2027 238 Parents will attend Back to School Night.

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	<p>Strategy: Create opportunities for parents to attend schoolwide events.</p> <p>Action Steps:</p> <ul style="list-style-type: none"> Hold Back to School Night after the start of the school year to meet teachers and learn about ways to engage in their child's education during 1he year. (Make 	All students	<p>\$1,200.00 Title I: Parent Involvement 4200 Books Leveled Readers for Parent/Student at-home reading \$1,500.00 Title I: Parent Involvement</p>

	<p>and Take for Parents– leveled readers or math games)</p> <ul style="list-style-type: none"> • Host the Fall Harvest Event for families to engage in the school community. • Host school spirit events and activities during the school year • Hold Family STEAM Night with families for all grade levels. 		<p>5800 Prof and Operating/Consultants STEAM Family Night \$703 Title I: Parent Involvement 4300 Materials Math Games & Activities for Parent/Student Fluency Building</p>
3.2	<p>Strategy: School Committee to Encourage Input and Decision Making from Parents</p> <p>Action Steps</p> <ul style="list-style-type: none"> • School Site Council will meet at least quarterly to share updates on the School Safety Plan, SPSA updates, gather input and make decisions about budget allocations. • English Language Advisory Committee will meet at least quarterly to give input on the School Safety Plan and share input on the English Language Program Improvement. 	All students	\$
3.3	<p>Strategy: Provide Parents Weekly with Updates on Activities and Lesson Highlights</p> <p>Action Steps:</p> <ul style="list-style-type: none"> • SMORE Weekly Newsletter will highlight activities and lessons that are occurring throughout the school to feature academic learning. • Use of website, marquee and parent communication apps to provide parents with events and reminders. 	All 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 4

Title and Description of School Goal

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

Additional Targeted Support & Improvement ATSI

Chronic absenteeism rates for African American students exceeded those of the All-Students group, highlighting a need for targeted attendance supports.

LCAP Goal to which this School Goal is Aligned

LCAP goal to which this school goal is aligned.

All students and families will feel safe and connected at school as measured by climate surveys, attendance data and behavioral data.

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.

Wagner-Holt Elementary's 2025 California School Dashboard data identify chronic absenteeism as the primary area of need for targeted student groups, including African American students. While overall school systems have continued to improve in areas such as school climate and behavior, attendance data indicate that African American students are disproportionately impacted by chronic absenteeism compared to the All Students group. This trend highlights ongoing inequities in consistent access to instruction, which directly impacts academic outcomes. Although the Comprehensive Needs Assessment (CNA) reflects continued implementation of Positive Behavioral Interventions and Supports (PBIS) and improved school culture, the data suggest that these universal systems have not fully addressed barriers related to student attendance for all groups. Chronic absenteeism may be influenced by a variety of factors, including engagement, connection to school, and external barriers, indicating the need for more targeted and proactive supports. This analysis points to the importance of strengthening attendance-focused interventions, increasing family engagement, and providing individualized support for students with identified attendance concerns. Efforts such as early outreach to families, clear communication of attendance expectations, and connection to resources will be critical. Addressing chronic absenteeism for African American students will be essential to ensuring equitable access to learning and improving overall student outcomes.

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
CA Dashboard– Chronic Absenteeism	The African American group was 50% chronically absent. This was a 7.1% increase.	The African American group will be 45% which is a 5% reduction.

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	Strategy: Proactive Attendance Meetings Action Step:	Black/African-American	

	<ul style="list-style-type: none"> Administration will meet with African American students and families at the start of the year who were chronically absent in the 25-26 school year. Set attendance expectations, identify barriers, share available resource to support attending school. 		
4.2	<p>Strategy: Implement the Soaring Scholars Program</p> <p>Action Step:</p> <ul style="list-style-type: none"> Determine which students meet the participation criteria. Soaring Scholars' partner will schedule with teachers to set up times to meet with students weekly. 	Black/African-American	\$
4.3	<p>Strategy: Ensuring Access to PBIS Tier I, II & III</p> <p>Action Step</p> <ul style="list-style-type: none"> Identify students who may need additional supports beyond Tier I. Implement all Goal 2 strategies for PBIS supports and recognitions. 	Black/African-American	

Goals, Strategies, & Proposed Expenditures

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

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	\$149,368.00
Total Funds Budgeted for Strategies to Meet the Goals in the SPSA	\$149,368.00
Total Federal Funds Provided to the School from the LEA for CSI	\$

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	\$145,965.00
Title I: Parent Involvement	\$3,403.00
rCalc_TotbyFSGrpFederal_50_FundSrc}	\$

Subtotal of additional federal funds included for this school: \$149,368.00

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 (\$)
Central Title I	\$0.00
rCalc_TotbyFSGrpStateLocal_50_FundSrc}	\$

Subtotal of state or local funds included for this school: \$0.00

Total of federal, state, and/or local funds for this school: \$149,368.00

Budgeted Funds and Expenditures in this Plan

The tables below are provided to help the school track expenditures as they relate to funds budgeted to the school.

Funds Budgeted to the School by Funding Source

Funding Source	Amount	Balance
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Expenditures by Funding Source

Funding Source	Amount
Central Title I	0.00
Title I	145,965.00
Title I: Parent Involvement	3,403.00

Expenditures by Budget Reference

Budget Reference	Amount
	0.00
1150 Teacher Sub	22,566.00
1900 Other Cert Salaries	72,271.00
3000 Benefits	33,032.00
4200 Books	6,200.00
4300 Materials	5,299.00
5715 Print Shop	3,000.00
5800 Prof and Operating/Consultants	6,500.00
5872 Field Trips	500.00

Expenditures by Budget Reference and Funding Source

Budget Reference	Funding Source	Amount
	Central Title I	0.00
1150 Teacher Sub	Title I	22,566.00
1900 Other Cert Salaries	Title I	72,271.00

3000 Benefits	Title I	33,032.00
4200 Books	Title I	5,000.00
4300 Materials	Title I	4,596.00
5715 Print Shop	Title I	3,000.00
5800 Prof and Operating/Consultants	Title I	5,000.00
5872 Field Trips	Title I	500.00
4200 Books	Title I: Parent Involvement	1,200.00
4300 Materials	Title I: Parent Involvement	703.00
5800 Prof and Operating/Consultants	Title I: Parent Involvement	1,500.00

Expenditures by Goal

Goal Number	Total Expenditures
Goal 1	139,965.00
Goal 2	6,000.00
Goal 3	3,403.00

School Site Council Membership

California Education Code describes the required composition of the School Site Council (SSC). The SSC shall be composed of the principal and representatives of: teachers selected by teachers at the school; other school personnel selected by other school personnel at the school; parents of pupils attending the school selected by such parents; and, in secondary schools, pupils selected by pupils attending the school. The current make-up of the SSC is as follows:

- 1 School Principal
- 3 Classroom Teachers
- 1 Other School Staff
- 5 Parent or Community Members

Name of Members	Role
Yasmeen Herrera	Principal
Danielle Cochran	Classroom Teacher
Sonia Shergil	Classroom Teacher
Srarah Kethenesa	Classroom Teacher
Thalia Hernandez Flores	Other School Staff
Hope Johnson	Parent or Community Member
Shandra Bogle	Parent or Community Member
Kevonna Moore	Parent or Community Member
Samantha Barrera	Parent or Community Member
Katalena Flores	Parent or Community Member

At elementary schools, the school site council must be constituted to ensure parity between (a) the principal, classroom teachers, and other school personnel, and (b) parents of students attending the school or other community members. Classroom teachers must comprise a majority of persons represented under section (a). At secondary schools there must be, in addition, equal numbers of parents or other community members selected by parents, and students. Members must be selected by their peer group.

Recommendations and Assurances

The School Site Council (SSC) recommends this school plan and proposed expenditures to the district governing board for approval and assures the board of the following:

The SSC is correctly constituted and was formed in accordance with district governing board policy and state law.

The SSC reviewed its responsibilities under state law and district governing board policies, including those board policies relating to material changes in the School Plan for Student Achievement (SPSA) requiring board approval.

The SSC sought and considered all recommendations from the following groups or committees before adopting this plan:

Signature

Committee or Advisory Group Name



English Learner Advisory Committee

The SSC reviewed the content requirements for school plans of programs included in this SPSA and believes all such content requirements have been met, including those found in district governing board policies and in the local educational agency plan.

This SPSA is based on a thorough analysis of student academic performance. The actions proposed herein form a sound, comprehensive, coordinated plan to reach stated school goals to improve student academic performance.

This SPSA was adopted by the SSC at a public meeting on May 18, 2026.

Attested:



Principal, Yasmeeen Herrera on 5/18/2026



SSC Chairperson, Hope Johnson on 5/18/2026