School Year: **2026-27**

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
Victor Elementary School	39685856098057	4/23/26	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 Victor Elementary School 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.

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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.

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 Victor 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 school 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 leaders and 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.

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.

A review of the 2024-2025 California School Dashboard and local data indicates several areas requiring continued improvement. In English Language Arts, students are performing 72.8 points below standard, representing a decline of 23.1 points from the prior year. This level of performance is below the statewide level of 8.1 points below standard, which improved by 5.1 points during the same period. Similarly, mathematics performance remains an area of concern, with students performing 79.5 points below standard, reflecting a decline of 39.2 points from the prior year. This performance is below the statewide level of 42.4 points below standard, which increased by 5.2 points.

In English Language Arts, 72.9% of students improved their scores from the prior year, and 61.0% of students improved their mathematics scores from the prior year, indicating that many students are demonstrating academic growth even though overall
performance remains below grade-level standards.

Progress for English Learners is also an area of concern. Currently, 34% of English Learners are making progress toward English language proficiency, representing a decline of 19.6 percentage points from the prior year and falling below the statewide rate of 46.4%. These results highlight the need to strengthen designated and integrated English Language Development (ELD) instruction and ensure that English Learners have consistent access to grade-level content and language supports.

For the 2025–2026 school year, the goal for the Mathematics (MOY iReady) was for 22% of students in grades 2–6 to perform at or above grade level; however, the actual outcome was 16%, falling below the target. In Reading (MOY iReady), the goal was for 31% of students in grades 2–6 to perform at or above grade level, but the actual outcome was 23%, also falling short of the target.

Chronic absenteeism is also an area requiring attention. Currently, 23.6% of students are chronically absent, which is higher than the statewide rate of 17.1%. The school's rate declined by 2.7 points from the prior year, compared to a 1.5 point decline statewide. Although improvement is evident, the rate of chronic absenteeism remains elevated and continues to impact student access to instruction. For the current 2025–2026 school year, there remains a need to address chronic absenteeism among students with disabilities, with rates at 15.54% in grades K–2 and 11.36% in grades 3–6.

To better understand these patterns, the school conducted a Comprehensive Needs Assessment (CNA). Findings from the CNA identified several organizational and instructional practices that require strengthening in order to improve student outcomes.
Specifically, Practice 2.2 (Target Professional Learning Opportunities) revealed that professional development opportunities would benefit from increased clarity, coherence, and alignment to classroom application. Teachers expressed interest in professional learning that includes opportunities for collaboration, observation of effective practices, and direct connections to instructional improvement.

Additionally, Practice 3.1 (Diagnose and Respond to Student Learning Needs) indicated that while collaborative structures and student support services exist, instructional responses to student data are not yet consistently coordinated across the school. Strengthening systems for analyzing student learning data and implementing targeted instructional responses will help ensure that students receive the support needed to make academic progress.

Finally, Practice 1.2 (Monitor Short- and Long-Term Goals) highlighted the need for clearer communication and monitoring of schoolwide goals. While goals are established, teachers reported that they are not always clearly articulated or consistently referenced in instructional decision-making, limiting shared ownership and alignment across the school.

These findings suggest that strengthening instructional practices, improving coherence in professional learning, and building more consistent systems for responding to student learning data will be essential to improving outcomes in English Language Arts, Mathematics, and English Learner progress. As a result, the school is implementing targeted actions including professional learning focused on instructional clarity and Visible Learning practices, strengthened MTSS data cycles to guide instructional decisions, enhanced ELD instruction and supports for English Learners, and expanded intervention opportunities to address identified learning gaps.

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.

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), Victor 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 Reading Inventory (RI)
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 school fully implemented a range of research-based strategies during the 2025–2026 school year to support student achievement across English Language Arts (ELA), Mathematics, Science, and English Language Development. These strategies included SIPPS, Heggerty, iReady, targeted small group instruction, progress monitoring, data-driven instruction, and ongoing professional development for teachers. Implementation across all content areas was consistent and aligned with the SPSA. Evidence of effectiveness was strongest in early literacy, as demonstrated by K–2 DIBELS results, where 57% of students met or exceeded grade-level expectations, surpassing the goal of 36%. Additionally, English Learner Progress Indicator data showed positive growth, with 53.7% of students making progress toward proficiency, reflecting an increase of 8.8%.

However, overall effectiveness across upper grades and content areas was mixed. Most ELA, Mathematics, and Science goals were not met, including CAASPP performance and iReady outcomes. While structures and supports were in place, the data indicates that current strategies require refinement and intensification. Continued emphasis on differentiated instruction, targeted interventions, and standards-aligned practices is necessary to improve student outcomes schoolwide.

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 actual implementation of the planned strategies and activities. All key components, including instructional programs (SIPPS, Heggerty, iReady), small group interventions, progress monitoring systems, and professional development, were executed as outlined in the SPSA.

Similarly, budget expenditures aligned with the planned allocation of resources to support these strategies. Funds were appropriately used for instructional materials, intervention programs, and professional development. Despite full implementation and aligned spending, student outcome data indicates that while the strategies were implemented with fidelity, they did not consistently yield the desired level of effectiveness across all grade levels and content areas.

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, adjustments will be made to strengthen the effectiveness of Goal 1. While the overall goal will remain focused on increasing student achievement in ELA, Mathematics, Science, and English Language Development, the strategies and activities will be refined to better meet student needs.

Planned changes include action steps such as:
Enhancing the use of data cycles and progress monitoring to more quickly respond to student needs. Expanding professional development focused on standards-aligned instruction, especially in reading comprehension, writing, and mathematical problem-solving. Providing additional targeted support for English Learners, including designated and integrated ELD strategies. Supplemental Technology

These changes are reflected in the updated 2026-2027 SPSA under Goal 1.

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
Victor Elementary School 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.

During the 2025–2026 school year, the school implemented a range of strategies to address chronic absenteeism, suspension rates, PBIS fidelity, and overall schoolwide behavior supports. These included attendance monitoring systems, family outreach, incentives, PBIS implementation, social-emotional learning supports, restorative practices, and staff professional development.

Overall, implementation was largely consistent across most areas; however, effectiveness was mixed. The most significant success was in suspension rates, which decreased to 1%, exceeding the goal and demonstrating the strong impact of PBIS practices, restorative approaches, and proactive behavior supports on improving school climate.

In contrast, chronic absenteeism increased to 23.6%, falling short of the target and indicating that current attendance strategies were not sufficiently effective for students with the greatest needs. Additionally, while PBIS practices were consistently implemented by staff, full implementation fidelity was limited due to incomplete follow-through on PBIS fidelity measures (TFI), restricting the ability to fully evaluate program effectiveness.

Overall, while systems and structures were in place, inconsistent monitoring and incomplete implementation of key components limited the overall effectiveness of Goal 2. Continued focus on targeted interventions, fidelity of implementation, and ongoing progress monitoring is needed.

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

Most strategies and activities were implemented as planned, and budgeted expenditures were generally aligned to support attendance initiatives, PBIS implementation, professional development, and student incentives. However, there were key differences between intended implementation and actual execution.

Specifically, while funding supported PBIS systems and training, critical components such as consistent follow-up on PBIS fidelity measures (Team Fidelity Inventory) and ongoing monitoring were not fully carried out. This gap limited the school’s ability to assess effectiveness and ensure accountability for implementation.

Additionally, although resources were allocated to improve attendance, the increase in chronic absenteeism indicates that strategies were not sufficiently targeted or intensive for students with the highest needs. This suggests that while expenditures supported general strategies, they were not fully aligned with high-impact, data-driven interventions.

In contrast, expenditures related to PBIS practices and behavior supports were effectively implemented, as evidenced by the significant reduction in suspension rates.

Overall, while funding aligned with planned activities, inconsistencies in follow-through and strategic targeting impacted the overall effectiveness of the investments.

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 changes will be made to strengthen Goal 2 and improve outcomes in attendance, behavior, and PBIS implementation. While the overall goal will remain the same, refinements will focus on increasing effectiveness, accountability, and alignment to student needs.

Planned changes include:
Strengthening targeted interventions for students with high rates of chronic absenteeism through individualized attendance plans and increased family outreach. Ensuring consistent completion and monitoring of PBIS fidelity measures (TFI) to fully implement Tier 1, Tier 2, and Tier 3 supports. Enhancing professional development and coaching cycles to improve consistency in PBIS implementation and restorative practices. Expanding incentives and supports to reinforce positive attendance and behavior.

These changes are reflected in the updated 2026-2027 SPSA under Goal 2.

Goal 3

Title and Description of School Goal

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

Parent Involvement
Increase meaningful parent engagement by expanding opportunities for families to understand and support rigorous, evidence-based instruction, leading to improved academic outcomes and deeper home-school partnerships.

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

During the 2025–2026 school year, the school successfully implemented a variety of family engagement strategies designed to strengthen partnerships between home and school and increase parent participation. These strategies included hosting inclusive and welcoming events such as parent conferences, awards ceremonies, the Turkey Trot, and Lunch on the Lawn, all of which provided meaningful opportunities for families to engage with the school community and support student learning.

Implementation of all planned activities was consistent and aligned with the SPSA. The effectiveness of these strategies was strong, as evidenced by the high level of family participation. The goal was for 65% of families to participate in school events and workshops; however, the actual outcome was 85% participation, significantly exceeding the target. This demonstrates that offering a variety of engaging, accessible, and community-centered opportunities effectively increased parent involvement and strengthened school-family partnerships.

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 minimal to no differences between the intended implementation and the actual execution of Goal 3 strategies. All planned family engagement activities were fully implemented as outlined in the SPSA.

Budgeted expenditures were appropriately aligned to support these efforts, including resources for event materials, family communication, and staff coordination. These funds were effectively utilized to ensure successful execution of events and high levels of participation.

Overall, there were no significant gaps in implementation or spending. The strong alignment between planned activities, resource allocation, and execution contributed to exceeding the participation goal, demonstrating effective use of both strategies and budgeted funds.

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.

Based on the analysis, Goal 3 was successfully met and exceeded; therefore, no major changes are required to the overall goal. However, minor refinements will be made to sustain high levels of family engagement and further strengthen partnerships.

Planned changes include:
Continuing to offer a variety of inclusive and accessible schoolwide events and workshops. Expanding opportunities for family input and feedback to inform future planning. Enhancing communication systems to ensure all families are informed of events and have multiple ways to participate, including virtual options when appropriate.

These changes are reflected in the updated 2026-2027 SPSA under Goal 3.

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
By Spring 2027, Victor 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 8 points, reduce Mathematics distance from standard by 8 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.

1. All students will have access to standards-based curriculum taught by well-trained, highly qualified teachers in well maintained facilities.
2. 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.

A review of the 2024–2025 California School Dashboard and local data indicates several areas requiring improvement in academic performance. In English Language Arts, students are performing 72.8 points below standard, reflecting a decline from the prior year and remaining well below the statewide level. Mathematics performance shows similar concerns, with students performing 79.5 points below standard, also reflecting a decline and remaining below state performance levels. While a majority of students demonstrated growth in both ELA (72.9%) and Mathematics (61.0%), overall performance continues to fall below grade-level expectations.

Progress for English Learners is also an area of need, with only 34% making progress toward English language proficiency, representing a significant decline from the prior year and falling below the statewide rate. i-Ready data (MOY 2025-2026) further supports these trends, as the school did not meet its 2025–2026 goals, with 16% of students meeting grade-level expectations in Mathematics and 23% in Reading, both below established targets.

As a result, the school is implementing targeted actions including professional learning focused on instructional clarity and Visible Learning practices, strengthened MTSS data cycles to guide instructional decisions, enhanced ELD instruction and supports for English Learners, and expanded intervention opportunities to address identified learning gaps.

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 (ELA) Distance from Standard	2025 CA Dashboard: 72.8 points below standard	2026 Dashboard: Reduce distance from standard to 64.8 points below standard.
CA Dashboard:Mathematics Distance from Standard	2025 CA Dashboard: 79.5 points below standard	2026 Dashboard: Reduce distance from standard to 71.5 points below standard.
CA Dashboard: English Learner Progress	2025 CA Dashboard: 34.0% making progress	2026 Dashboard: Increase to 37.0% making progress.
i-Ready ELA MOY: Distance from Standard	(MOY 2026): 38.77 points below standard	(MOY 2027): Reduce distance from standard to 30.77 points below standard.
i-Ready Math MOY: Distance from Standard	(MOY 2026): 21.36 points below standard	(MOY 2027): Reduce distance from standard to 14.36 points below standard.

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	Strategy: Leverage the District ELA TOSA to strengthen K–3 early literacy instruction and intervention. Action Steps: • Model and co-teach evidence-based lessons (e.g., SIPPS, Amplify) to strengthen Tier 1 instruction. • Provide daily targeted small-group instruction to support students with identified literacy needs as needed. • Collaborate (monthly/as needed) with teachers during planning to refine instructional strategies and intervention alignment. • Partner monthly with the principal to develop and maintain intervention schedules, CORE walkthroughs, and data conference cycles. • Support and help coordinate DIBELS and SIPPS assessments, ensuring timely administration. • Progress monitor intervention students regularly and support teachers in analyzing results to adjust instruction.	All Students	$0 Central Title I 1900 Other Cert Salaries District Funded ELA TOSA
1.2	Strategy: Implement structured MTSS/Academic data conferences to driven instructional decisions and targeted interventions.	All Students	$4500 Title I 1150 Teacher Sub

	Action Steps: • Provide scheduled release time for teachers to analyze universal screener, state, and local assessment data. • Identify student trends (based on various data points) and priority skill gaps to inform Tier 1, Tier 2, and Tier 3. • Include specialists (e.g., speech therapist, resource specialist, intervention teacher, counselor) to ensure a whole-child, tiered approach. • Utilize data collection sheets/tracking documents to monitor individual student progress consistently. • Evaluate intervention effectiveness during each data cycle and refine instructional strategies accordingly. • Identify whether particular student groups are making progress and/or meeting academic standards. Create a plan with steps to support those identified.		Subs for MTSS Academic Data Conferences $1124 Title I 3000 Benefits Sub Benefits for MTSS Academic Data Conferences
1.3	Strategy: Strengthen instructional practices through ongoing professional learning. Action Steps: • Provide ongoing professional development focused on Visible Learning practices (learning intentions, success criteria, and formative assessment). • Design professional learning opportunities to create relational trust by building new knowledge and skills among all teachers in the school. • Provide ongoing professional learning for teachers and leaders on training to support effective professional learning practices (eg: classroom management, instructional practices, curriculum, conferences) • Advise teachers who have expertise in using particular instructional strategies to take leadership roles in staff development and teacher-to-teacher support. • Model the importance of strengthening the practice of all teachers.	All Students	$5186 Title I 5220 Conference In State or Out of state professional development for teachers and leader $2700 Title I 1150 Teacher Sub Substitutes for teachers participating in Visible Learning Training $673 Title I 3000 Benefits Sub Benefits for Substitutes

1.4	Strategy: Strengthen instructional systems through PLC collaboration, observation, and monitoring of instructional practices. Action Steps: • Facilitate monthly collaborative lesson planning that embeds teacher clarity and student ownership of learning. • Implement monthly structured PLC cycles to analyze student work, review data, and refine instruction. • Develop and implement a coverage schedule to support peer observations across grade levels. • Implement peer observations to allow teachers to observe effective instructional practices across classrooms and the district. • Conduct weekly classroom walkthroughs to monitor instructional practices, provide feedback, and ensure consistent implementation of instructional priorities.	All Students	$1350 Title I 1120 Teacher Temp Collaboration Timecards for Teachers $337 Title I 3000 Benefits Benefits for Time cards for Teachers
1.5	Strategy: Provide supplemental materials and resources to strengthen Core Instruction and Visible Learning practices. Action Steps: • Purchase supplemental instructional supplies (e.g., chart paper, anchor chart materials, folders) to support classroom implementation of learning intentions and success criteria. • Fund duplicating and printing of instructional materials (e.g., student work samples, graphic organizers, success criteria reference sheets) to reinforce core instruction. • Provide technology licenses for digital platforms that support formative assessments, student feedback, and instructional clarity. • Conduct classroom walkthroughs to review implementation of supplemental materials.	All Students	$6672 Title I 4300 Materials Supplemental materials and resources to support Visible Learning. $1500 Title I 5715 Print Shop Duplicating $300 Title I 5875 Technology Licenses Tech Licenses to Support Core
1.6	Strategy: Strengthen designated and integrated ELD instruction to increase academic language development and access to grade-level content for English Learners. Action Steps:	English Learners	$3000 Title I 4300 Materials Materials and Resources to support English Learners

	• Ensure classroom teachers provide 30 minutes of daily designated ELD instruction aligned to ELD standards. • Conduct weekly walkthroughs to monitor implementation of designated ELD instructions and provide feedback to strengthen consistency and quality of implementation. • Partner with District ELD Coaches to model lessons and provide instructional feedback to strengthen ELD practices. • Utilize supplemental resources (e.g., Language Power!) to reinforce academic vocabulary and language development.		
1.7	Strategy Enhance student learning through study trips aligned to grade-level core curriculum. Action Steps • Plan study trips aligned to grade-level standards and core curriculum objectives. • Prepare students prior to study trips by introducing key concepts and learning goals connected to the experience. • Provide hands-on learning opportunities during study trips that reinforce classroom instruction. • Facilitate guided exploration during study trips to support student observation, questioning, and connections to academic content. • Incorporate interdisciplinary connections during study trips to deepen understanding across content areas. • Engage students in reflective activities (e.g., journaling, discussions, presentations) following study trips to process learning. • Implement follow-up lessons and assessments to reinforce and evaluate student learning from study trip experiences.	All Students	$10,000 Title I 5872 Field Trips Entrance Fee and Charter Bus Transportation
1.8	Strategy: Provide structured after-school academic intervention to accelerate learning for students performing below grade level in ELA and Mathematics. Action Steps:	All Students	$2670 Title I 1120 Teacher Temp Teacher Time Cards for Afterschool Academic Support $669 Title I

	• Identify eligible students using universal screener and classroom assessment data and define specific skill gaps aligned to priority standards. • Provide paraprofessional training and lesson materials aligned to reteaching priority standards and foundational skills. • Collect and review student progress monitoring data monthly to determine growth and adjust student groupings accordingly.		3000 Benefits Benefits for Timecards for Teachers $2670 Title I 2120 Para Temp Para Timecards for Afterschool Academic Support $979 Title I 3000 Benefits Benefits for Timecards for Paraprofessionals
1.9	Strategy: Provide STEM enrichment opportunities to increase student engagement and strengthen connections to core instruction and STEM classroom activities. Action Steps: • Schedule STEM Mobile Lab visits with grade-level rotations during the instructional day. • Coordinate with teachers to align quarterly STEM activities to grade-level ELA and mathematics standards. • Purchase hands-on STEM manipulatives/activities for all students. • Differentiate activities to ensure scaffolded access for primary (K–2) and upper grade students. • Collect student engagement data and teacher feedback following the mobile lab experience to evaluate impact.	All Students	$3200 Title I 5800 Prof and Operating/Consultants Mobile Stem Lab/Wow Museum $3000 Title I 4300 Materials Stem manipulatives/resources
1.10	Strategy: Monitor Short and Long term goals Action Steps: • Use assessment data to identify areas of student need through conversations with teacher teams. • Use data, such as from surveys, on access and opportunities to learn in order to analyze and identify inequities. • Make adjustments to the SPSA plan based on data; discontinue unsuccessful strategies if appropriate. As goals are achieved, include additional areas of focus. • Clearly articulate the implementation actions required of adults and schedule implementation checks	All Students	$0

	• Articulate what school leaders, teachers, and other staff are doing differently as a result of implementing strategies		

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
Strengthen social-emotional and attendance systems to boost engagement, reduce chronic absenteeism, and support positive behavior through expanded, tiered interventions.

LCAP Goal to which this School Goal is Aligned

LCAP goal to which this school goal is aligned.

3. 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.

Chronic absenteeism is also an area requiring attention. Currently, 23.6% of students are chronically absent, which is higher than the statewide rate of 17.1%. The school's rate declined by 2.7 points from the prior year, compared to a 1.5 point decline statewide. Although improvement is evident, the rate of chronic absenteeism remains elevated and continues to impact student access to instruction. For the current 2025–2026 school year, there remains a need to address chronic absenteeism among students with disabilities, with rates at 15.54% in grades K–2 and 11.36% in grades 3–6.

To address chronic absenteeism, the school will implement a comprehensive approach that includes strengthening social-emotional learning through daily SEL instruction and consistent family communication. The school will also reinforce PBIS systems and provide targeted Tier 2 supports, such as check-in/check-out, to improve student engagement. In addition, attendance will be monitored regularly, with targeted supports and recognition systems in place to improve student attendance and connection to school.

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 - Chronic Absenteeism	2025 CA Dashboard Chronic Absenteeism Indicator: ALL Student Group is Orange, which is a decrease of 2.7 points to 23.6% chronically absent	2026 CA Dashboard Chronic Absenteeism Indicator: ALL Student Group will be Yellow. Which is a decrease of 3.6 points to 20%.
California Dashboard - Suspension	2025 CA Dashboard Suspension Indicator: ALL Student Group is Blue, which is a decline of 1.8%	2026 CA Dashboard Suspension Indicator: ALL Student Group will be Blue, which will continue to be 1.8%
PBIS Recognition	Silver for 2025 - 2026 school year	Gold for 2026 - 2027 school year
Panorama Survey	Positive feelings 67% Sense of belonging 66% Challenging Feelings 55% Social Awareness 61% Emotional Regulation 43% Self-Efficacy 35%	Positive feelings 73% Sense of belonging 71% Challenging Feelings 67% Social Awareness 66% Emotional Regulation 54% Self-Efficacy 40%

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	Strategy Strengthen social-emotional learning through consistent implementation of an SEL curriculum and family communication. Action Steps • Implement a schoolwide SEL curriculum with designated daily instructional time (approximately 20 minutes) across all classrooms. • Conduct regular classroom walkthroughs to monitor SEL lesson implementation and provide feedback to support consistency across classrooms. • Communicate weekly with families (e.g., newsletters/letters) to share SEL topics and support connections between school and home.	All Students	$0
2.2	Strategy Strengthen schoolwide PBIS systems to support student behavior, social-emotional needs, and engagement. Action Steps • Maintain and strengthen Tier 1 PBIS practices by teaching and reinforcing schoolwide expectations across all settings. • Establish a Tier 2 PBIS team to provide targeted supports for students with behavioral and social-emotional needs. • Implement Tier 2 interventions (e.g., check-in/check-out, counseling/mental health supports) for identified students. • Hold monthly PBIS team meetings to review behavior data, monitor interventions, and ensure staff alignment on schoolwide expectations. • Communicate PBIS expectations and supports to all staff to ensure consistent implementation across the school. • Conduct monthly student recognition assemblies and implement reward systems to reinforce positive behavior and engagement.	All Students	$1575 Title I 1120 Teacher Temp Teacher Time Cards for PBIS Supports $393 Title I 3000 Benefits Benefits for Time Cards for Teachers $1475 Title I 2120 Para Temp Paraprofessional Time Cards for PBIS Supports $633 Title I 3000 Benefits Benefits for Time Cards for Paraprofessionals $340 Title I 5220 Conference Professional Development for teachers participating in PBIS Trainings

2.3	Strategy Improve student attendance through consistent communication, monitoring, and targeted support. Action Steps • Communicate the importance of attendance to families through regular communication (e.g., SMORES newsletters). • Monitor and track student attendance data monthly to identify students at risk of chronic absenteeism. • Identify students in need of support (e.g., behavior, chronic absenteeism, SEL support) and assign them to a staff member for regular check-in/check-out to build relationships and improve attendance. • Review check-in/check-out data and attendance trends regularly to adjust supports and interventions. • Recognize and celebrate students for positive attendance (e.g., improved or perfect attendance).	All Students	$1000 Title I 4300 Materials Award Certificates
2.4	Strategy Strengthen behavioral supports through monthly MTSS Tiered Behavior Support Meetings. Action Steps: • Conduct monthly Tiered Behavior Support Meetings to review schoolwide behavior data (e.g., office discipline referrals, AERIES data, teacher input). • Identify students in need of Tier 2 and Tier 3 behavioral supports based on data trends and patterns. • Monitor the progress of students receiving Tier 2 and Tier 3 interventions and adjust supports as needed. • Ensure consistent implementation of behavior interventions, including behavior intervention plans (BIPs), check-in/check-out systems, and social-emotional supports. • Collaborate across staff to align behavioral supports with academic and attendance interventions to support the whole child.	All Students	$0

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
Increase meaningful parent and family engagement by creating a welcoming school environment so families feel comfortable participating in school activities and are informed about their child's academic progress.

LCAP Goal to which this School Goal is Aligned

LCAP goal to which this school goal is aligned.

3. 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.

Parent participation and engagement is an area requiring improvement, as many families were not consistently involved in school activities or present on campus. Limited opportunities for engagement throughout the year made it difficult for parents to participate and stay connected to the school community. To address this need, the school will increase opportunities for parent involvement by creating additional events and activities designed to encourage families to come on campus and engage more actively in the school.

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	New	At least 85% of families respond "Agree" or "Strongly Agree" to questions about feeling informed and included in their child's learning journey.
Back to School Night and Open House	51.5% of parents attended Back to School Night in the 25-26 year.	65% of parents will attend Back to School Night in the 26-27 year.
Lunch on the Lawn	74% of parents attended Lunch on the lawn in the 25-26 year.	85% of parents will attend Lunch on the Lawn in the 26-27 year.
Festival Activity Days	55% of parents attended festival activity days in the 25-26 year.	70% of parents will attend festival activity days in the 26-27 year.
Academic Awards Day	90% of parents attended Academic Awards Day in the 25-26 year.	95% of parents will attend Academic Awards Day in the 26-27 year.
Coffee with the Principal	New	25% of parents will attend Coffee with the Principal in the 26-27 year.
ELAC Parent Meetings	9%	18% of parents will attend ELAC Parent Meetings in the 26-27 year.

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	Strategy Strengthen parent engagement through consistent communication and instructional-focused family learning opportunities. Action Steps • Communicate regularly with families through SMORES newsletters and school messaging to share updates, events, and student learning information. • Host family engagement workshops (e.g., Coffee with the Principal, Literacy Night, Math Night, understanding i-Ready/DIBELS data) to support learning at home. • Provide opportunities for parents to learn about academic expectations, including grade-level standards and student progression toward college and career readiness. • Make student data and academic progress visible and accessible to families through report cards, meetings, and workshops (e.g., ELAC, School Site Council). • Administer quarterly parent surveys to gather feedback and inform engagement efforts. • Provide light snacks for parent involvement meetings and activities	All Students	$554 Title I: Parent Involvement 4325 Food For Meetings Light snacks for parent involvement meetings and activities
3.2	Strategy Increase parent participation by expanding volunteer opportunities. Action Steps • Establish and promote parent volunteer opportunities (e.g., classroom support, events, lunch supervision). • Host on-site fingerprinting events to support and streamline the volunteer clearance process. • Track parent participation and volunteer engagement to inform outreach and improve involvement efforts.	All Students	$750 Title I: Parent Involvement 5800 Prof and Operating/Consultants Mobile Scan

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	$57,250.00
Total Funds Budgeted for Strategies to Meet the Goals in the SPSA	$57,250.00
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	$55,946.00
Title I: Parent Involvement	$1,304.00
rCalc_TotbyFSGrpFederal_50_FundSrc}	$

Subtotal of additional federal funds included for this school: $57,250.00

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
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: $57,250.00

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

Expenditures by Funding Source

Funding Source	Amount
	0.00
Central Title I	0.00
Title I	55,946.00
Title I: Parent Involvement	1,304.00

Expenditures by Budget Reference

Budget Reference	Amount
	0.00
1120 Teacher Temp	5,595.00
1150 Teacher Sub	7,200.00
1900 Other Cert Salaries	0.00
2120 Para Temp	4,145.00
3000 Benefits	4,808.00
4300 Materials	13,672.00
4325 Food For Meetings	554.00
5220 Conference	5,526.00
5715 Print Shop	1,500.00
5800 Prof and Operating/Consultants	3,950.00
5872 Field Trips	10,000.00
5875 Technology Licenses	300.00

Expenditures by Budget Reference and Funding Source

Budget Reference	Funding Source	Amount
		0.00
1900 Other Cert Salaries	Central Title I	0.00
1120 Teacher Temp	Title I	5,595.00
1150 Teacher Sub	Title I	7,200.00
2120 Para Temp	Title I	4,145.00
3000 Benefits	Title I	4,808.00
4300 Materials	Title I	13,672.00
5220 Conference	Title I	5,526.00
5715 Print Shop	Title I	1,500.00
5800 Prof and Operating/Consultants	Title I	3,200.00
5872 Field Trips	Title I	10,000.00
5875 Technology Licenses	Title I	300.00
4325 Food For Meetings	Title I: Parent Involvement	554.00
5800 Prof and Operating/Consultants	Title I: Parent Involvement	750.00

Expenditures by Goal

Goal Number	Total Expenditures
Goal 1	50,530.00
Goal 2	5,416.00
Goal 3	1,304.00

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

2 Classroom Teachers

1 Other School Staff

4 Parent or Community Members

0 Secondary Students

Name of Members	Role
Marina Berry	Principal
Jeremy Pfeifle	Classroom Teacher
Alba Boren	Classroom Teacher
Sarah Kay	Classroom Teacher
Ann Ishii	Parent or Community Member
Leanne Stewart	Parent or Community Member
Rosa Torres	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 4/23/26.

Attested:

	Principal, Marina Berry on 4/23/26
	SSC Chairperson, Jeremy Pfeifle on 4/23/26