



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
Parklane School	Elementary	39685856100366	May 21, 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 Parklane 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.

Table of Contents

SPSA Title Page	1
Table of Contents.....	3
Plan Description.....	4
Educational Partner Involvement	4
Comprehensive Needs Assessment Components	5
California School Dashboard (Dashboard) Indicators.....	5
Annual Review	7
Goals, Strategies, & Proposed Expenditures.....	11
Goal 1.....	11
Goal 2.....	16
Goal 3.....	19
Budget Summary	22
Budget Summary	22
Other Federal, State, and Local Funds	22
Budgeted Funds and Expenditures in this Plan	23
Funds Budgeted to the School by Funding Source.....	23
Expenditures by Funding Source	23
Expenditures by Budget Reference	23
Expenditures by Budget Reference and Funding Source	23
Expenditures by Goal.....	24
School Site Council Membership	25
Recommendations and Assurances	26

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 Parklane 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.

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.

Based on the 2025 California School Dashboard, Parklane Elementary had several overall state indicators in the "Red" or "Orange" performance categories. Suspension Rate, English Learner Progress, and Mathematics were in the "Red" performance category, indicating significant need for improvement in school climate/discipline practices, progress for English Learners, and math achievement. English Language Arts was in the "Orange" performance category, also identifying a need for continued improvement in literacy outcomes. Chronic Absenteeism was in the "Yellow" performance category and is not included in this response because it was not Red or Orange overall.

To address these identified needs, Parklane Elementary will continue strengthening schoolwide behavior systems, social-emotional supports, and alternatives to suspension in order to reduce exclusionary discipline. The school will also provide targeted English Learner supports, including designated and integrated ELD, language development strategies

across content areas, and close monitoring of English Learner progress. In Mathematics and English Language Arts, the school should use Dashboard and local assessment data to identify skill gaps, provide targeted intervention, monitor student progress regularly, and support teachers through professional learning focused on effective first instruction, differentiation, and data-driven instructional practices.

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.

Based on the 2025 California School Dashboard student group report, Parklane Elementary had one area in which a student group performed two or more performance levels below the “All Students” performance level. For Chronic Absenteeism, “All Students” performed in the Yellow category, while Hispanic or Latino students performed in the Red category. This represents a significant performance gap and indicates a need to strengthen attendance supports and targeted outreach for Hispanic or Latino students.

To address this area, the school will continue monitoring chronic absenteeism data by student group, identifying students at risk of chronic absenteeism early, and providing individualized attendance interventions. Steps may include increased family communication, attendance meetings, connection to community-based supports, removal of barriers that impact consistent attendance, and schoolwide engagement strategies that help students feel connected and supported at school.

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), Parklane staff will implement standard-based tier I instruction in ELA and math to demonstrate a 5% growth in proficiency. The goal is to achieve a 5% increase in proficiency on the following universal measures in English Language Arts, Mathematics, English Learner progress, and Science:

- K-2 DIBELS 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.

Overall, the effectiveness of the strategies related to growth in ELA/Math/Science/EL Progress were not consistently effective at moving students into proficiency in multiple measures as the schools goals were not universally achieved; evidence shows growth toward set goals in almost every measure (but at lower achievement compared to the goals). Throughout the school year, Title 1 funding has gone toward necessary AVID supplies, substitute codes to allow teachers to meet as grade levels for academic data conferences (twice so far this year as of March 2026) and collaboration, professional development, instructional assemblies as well as toward funding a part time reading intervention teacher position. Below is a breakdown of performance according to each measure in ELA.

DIBELS (K-2nd):
The goal of 40% of kindergarten through 2nd grade students was not met; students did show growth, however, with 38% of all students meeting or exceeding grade level (a MOY growth of 3% from the prior year).

CA Dashboard ELA:
The goal of the All Students category shifting from Red to Orange was met, but the distance from standard goal (decreasing to 92 points below standard) was not met. Parklane students did, however, reduce their distance from standard by 4.7 points from the prior school year to 93 points below standard.

CAASPP ELA (3rd-6th):
In 2024-2025, 16.1% of students at Parklane Elementary demonstrated that they met or exceeded standards on the CAASPP ELA test in grades 3-6. This was an increase of 1.43% in proficiency in all participating grades from the 2023-2024 school year. This did not meet the goal of increasing proficiency to 19% of all students. Additionally, 7.02% of English Learner (EL) students met proficiency in the 2024-2025 school year (a growth of 0.46%); this did not meet the goal of 11% of EL students meeting or exceeding proficiency.

iReady ELA MOY (2nd-6th):
The goal of 19% of grades 2-6 students proficient or better at MOY was not met (students achieved 18% proficiency as of MOY results). That being said, the amount of students two or more grade levels below dropped significantly as a much larger group of students are now just one grade level below; at BOY 2024-2025, 73% of students were two or more grade levels below (which dropped MOY to 53%). Currently 30% of students are one grade level below or "Ready

for Grade Level Content” according to the iReady Universal Screener. Overall, this shows tremendous growth in moving students closer to proficiency despite not meeting the proficiency goal. EL students met their goal of 8% of students performing at or above proficiency level on the MOY ELA iReady assessment; 18% of EL students were at or above grade level at MOY.

CA Dashboard Math:

The goal of the All Students category shifting from Red to Orange was not met, and the distance from standard goal (decreasing to 105 points below standard) was not met. Parklane students increased their distance from standard by 2.8 points from the prior school year to 114.8 points below standard.

CAASPP Math (3rd-6th):

In 2024-2025, 10.25% of students at Parklane Elementary demonstrated that they met or exceeded standards on the CAASPP Math test in grades 3-6. This was an increase of 1.69% in proficiency in all participating grades from the 2023-2024 school year. This did not meet the goal of increasing proficiency to 13% of all students. Additionally, 5.36% of English Learner (EL) students met proficiency in the 2024-2025 school year (a decrease by 1.2%); this did not meet goal of 11% of EL students meeting or exceeding proficiency.

iReady Math MOY (K-6th):

The goal of 15% of grades 2-6 students proficient or better at MOY was met (students achieved 15% at or above grade level proficiency as of MOY results). That being said, the amount of students two or more grade levels below also dropped significantly as a much larger group of students are now just one grade level below; at BOY 2024-2025, 65% of students were two or more grade levels below (which dropped MOY to 48%). Currently 38% of students are one grade level below or “Ready for Grade Level Content” according to the iReady Universal Screener. Overall, this shows tremendous growth in moving students closer to proficiency alongside meeting the proficiency goal. EL students did not meet their goal of 14% of students performing at or above proficiency level on the MOY ELA iReady assessment; 8% of EL students were at or above grade level at MOY (growth by 8% since the BOY assessment).

CA Dashboard Science:

The goal of the All Students category performing at the Yellow category was not met, and the distance from standard goal (decreasing to 23 points below standard) was not met. Parklane students performed in the Red category and increased their distance from standard by 2.3 points from the prior school year to 33.6 points below standard.

CAST (5th):

In 2024-2025, 7.69% of students at Parklane Elementary demonstrated that they met or exceeded standards on the CAST in grades 3-6. This was a decrease by 1.54% in proficiency in 5th grade students from the 2023-2024 school year. This did not meet the goal of increasing proficiency to 14% of all students. Additionally, 4.55% of English Learner (EL) students met proficiency in the 2024-2025 school year (a decrease by 3.14%); this did not meet the goal of 12% of EL students meeting or exceeding proficiency.

CA Dashboard ELPI:

Parklane did not reach its goal of having 51% of EL students making progress (this means that 51% of students would have needed to increase at least one ELPI level on the ELPAC). 35% of EL students at Parklane showed growth (in the red category on the CA Dashboard) in the 2025 measurement (a significant decrease by 11.2% from the prior year).

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

There was no difference between intended implementation and/or the budgeted expenditures to implement the strategies/activities to meet the articulated goal.

The following minor adjustments were made mid-year in order to support student learning outcomes and growth in ELA/Math/Science/EL Progress:

- Further EL supplemental materials were purchased to support EL students (training will be provided to teachers in 2026-2027)
- Targeted tier 2 and 3 interventions were refined throughout the year (both in instructional delivery as well as student groupings)
- Progress monitoring and data collection/analysis were strengthened at MTSS Academic Data Chats and staff meetings
- Targeted PD, based on student outcome data and teacher feedback, were provided throughout regular staff meetings and data chats
- Additional funding was applied to increase funding for study trips and assemblies in support of student learning 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.

Despite not meeting parts or all of certain proficiency goals in multiple measures (DIBLES, CAASPP Data, iReady Universal Screener, CA Dashboard and ELPI indicators) students showed significant growth towards proficiency across multiple assessments and measures. That being said, Parklane is seeking to continue to implement funding for continued support in reading intervention for the 2026-2027 school year. This part-time reading intervention position will specifically support intermediate students (grades 4-6) with targeted practice in fluency and comprehension skills. This will pair directly with the increased reading intervention support that the site will be receiving and utilizing (central and grant-funded) for K-3 reading intervention specifically targeted toward increasing phonological awareness and decoding skills. Additionally, Parklane will be maintaining a similar amount of funding needed for MTSS collaboration time and academic data chats to support teacher substitutes and timecards as well as funding for supplemental instructional supplies. Finally, Parklane is hoping to utilize slightly increased funding amounts for both educational assemblies as well as academic-centered study trips in support of increased learning outcomes.

For the 2026-2027 SPSA, the goals and metrics are going to be simplified to include a focus on the CA Dashboard indicators as well as the iReady diagnostic assessments. The simplification of metrics will help the school site in communicating and working toward streamlined goals. Additional measures (such as DIBELS assessments and other local assessment measures) will continue to be used at the site level in support of student learning outcomes and school site refinement of practices.

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

Through consistent implementation of social emotional learning and positive behavior interventions and supports students will demonstrate a 5% improvement in student behavior and attendance.

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

Overall, Parklane's activities and strategies as they related to this goal were effective in some ways and ineffective in other ways. The site's PBIS programs continue to need development in order to provide consistency, training, and high expectations for staff to support student behaviors; this supports Parklane's ability to grow in behavioral metrics and focuses on data use for prevention and intervention. Suspensions increased significantly during this measurement period, and the site's current implementation of PBIS needs to be re-evaluated as a result. Efforts to develop students' outcomes in the SEL surveys were effective in showing growth across all measures and meeting 5 out of 6 components of the goals that were set. Parklane's strategies were also effective at supporting students in reducing chronic absenteeism during this measurement period as well. That being said, the strategies were not effective at improving the site's average daily attendance.

CA Dashboard Chronic Absenteeism:

The school exceeded its goal of reducing chronic absenteeism by 5% to 44% of total students (with a goal to move to the Orange performance level); chronic absenteeism saw a decrease of 7.6% to a total of 42.3% (moving the site to the Yellow performance indicator).

CA Dashboard Suspension Rate:

The school declined significantly in performance and did not meet its goal in reducing suspensions by 2% to a total of 7% of students (moving from the Red to the Orange performance level); student suspensions rose by 10.9% to a total of 20% of students having received a suspension (with the CA Dashboard indicator staying in the Red performance level).

Panorama SEL Survey (Winter 2026):

The school's student outcome data met or exceeded its goal in 5 of the 6 categories with the "Sense of Belonging" category showing growth but not meeting the set goal.

ADA July - March AERIES:

The school did not meet its goal of 94% average daily attendance (ADA) between July 2025 and March 2026; the school's ADA was 89.2% (a decline of 0.21% from the prior year).

PBIS Fidelity Inventory:

Parklane's Tiered Fidelity Inventory for Spring 2026 showed a decline from the prior school year

Behavior Referrals and Suspensions:

The site met its goal of reducing the number of suspensions from July 2025 to March 2026 from 370 suspensions to 351 Suspensions, a 5% reduction; the actual outcome shows a total of 96 suspensions during that time period (a total reduction of 61.9% in suspension from the prior school year during the same period).

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 in Parklane's implementation of the strategies and actions as it relates to this goal.

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

Moving forward, this goal will be modified to include additional funding in support of both release time and certificated timecards to support the PBIS team in its implementation of PBIS Tier 1, 2, and 3 practices. Specifically, this additional funding will support regular meetings to include analysis of student behavior data as well as planning for pre-emptive action as well as intervention for students showing need based on student outcomes. Additionally, increased funding in Goal 1 to secure study trips and student assemblies helps to create experiences for students that also help to create traditions and support students' sense of belonging at the campus and in the Parklane community.

Goal 3

Title and Description of School Goal

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

Parent Involvement

In an effort to strengthen parent involvement and collaboration, Parklane will increase parent participation in school events and activities by 5-10% through the implementation of school events, regular communication via newsletters, and hosting meetings/parent workshops to ensure accessibility for all families. 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.

This year, Parklane showed great growth in parent participation across multiple measures. Parent-teacher conference participation was strong with 82% of students represented (exceeding the goal of 70%). 92 parents attended the Title 1 - Back to School Night presentation (falling short of the goal of 100 parents in attendance). Additionally, 264 parents attended the school's first "Lunch on the Lawn." Overall, weekly online bulletin viewership fell short of the goal of 200 (the median) views; median views were improved, however, to 183 views between July 2025 and March 2026.

Overall, the strategies improved parental involvement in all categories, despite some falling short of the intended goals.

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/or the budgeted expenditures to implement the strategies/activities to meet the articulated goal.

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

In order to improve parental involvement at Parklane for next year, additional strategies of creating meaningful parental involvement through parent events (at ELAC, SSC, Parent Cafe, etc...) and supporting student-led parent engagement events will be utilized. Additionally, the site will increase its parent communication efforts in support of greater parent engagement.

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, Parklane Elementary School will improve student outcomes in English Language Arts, Mathematics, and English Learner Progress, as measured by the California Dashboard and district iReady 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 iReady middle-of-year trend data, the school will reduce Reading distance from standard by 10 points and reduce Math distance from standard by 8 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.

There is not currently a system or structures in place to facilitate collaborative team meetings where staff can examine and reflect on data to make instructional decisions in support of small group instruction and Tier Two intervention. Currently data conferences only occur at diagnostic windows three times a year. There is a need for more time and more frequent interim data cycling (formative assessment) to allow teachers to be more proactive with instructional decisions. Staff need to develop a calibrated understanding and knowledge of standards to drive intentional planning and instruction. Intern teachers are still developing their knowledge and veterans have been limited in consistent instruction due to behaviors interrupting learning. Now that behaviors are managed more successfully as a school site, the focus can shift to evidence-based Tier One instruction. To address the current gaps, experienced teachers would benefit from revisiting and aligning instructional practices to standards. Newer teachers would benefit from developing their skills in understanding and aligning their instructional practices to the content and standards. Additionally, there is a need for teachers at Parklane to develop collective teacher efficacy around planning, delivery, and reflection on instruction through consistent examination and refinement of practice by analyzing formative assessment and student work samples.

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: 93.0 points below standard	2026 Dashboard: Reduce distance from standard to 87.0 points below standard.
CA Dashboard: Mathematics Distance from Standard	2025 CA Dashboard: 114.8 points below standard	2026 Dashboard: Reduce distance from standard to 108.8 points below standard.

CA Dashboard: English Learner Progress	2025 CA Dashboard: 35.0% making progress	2026 Dashboard: Increase to 38.0% making progress.
iReady ELA MOY: Distance from Standard	(MOY 2026): 60.13 points below standard	MOY 2027: Reduce distance from standard to 50.13 points below standard.
iReady Math MOY: Distance from Standard	(MOY 2026): 36.27 points below standard	MOY 2027: Reduce distance from standard to 28.27 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	ELA TOSA (District Funded) Strategy: ELA TOSA will Implement Tier Two Interventions and Provide Tier One Instructional Support Action Steps: -On-going data collection and progress monitoring for Tier Two reading intervention -Provide daily small group Tier Two interventions to students based on data -On-going data analysis to support grade level teams in adjusting instructional groupings -Partnering weekly with site's grant-funded ELA TOSA in order to develop and support teacher's Tier One instructional practices -Meet with administration at least monthly in order to plan and adjust instructional practice -Provide Tier-1 instructional support through planning, modelling, or co-teaching of instructional standards using best practices (based on staff need/request) -Support staff with collection and analysis of data during the MTSS data conferences -Support grade-level teams with implementing Lodi USD's Organizational Consistencies -Attend and participate in SST and leadership meetings as needed	All Students	\$0 Central Title I
1.2	Part-Time ELA Intervention (Site-Based & Funded) Strategy: Part-Time ELA Intervention to Implement Tier Two Interventions (111 days - .6 FTE) Action Steps: -On-going data collection and progress monitoring for Tier Two reading intervention for grades 4-6 -Support students with fluency and comprehension skills utilizing leveled readers and supplemental curriculums based on iReady diagnostic data -Meet with administration at least monthly in order to plan and adjust instructional practice -Provide small group Tier Two interventions to students based on data -On-going data analysis to support grade level teams in adjusting instructional groupings	All Students	\$49,149 Title I 1900 Other Cert Salaries \$19,285 Title I 3000 Benefits

	-Support grade-level teams with implementing LodiUSD's Organizational Consistencies		
1.3	Math TOSA (District Funded) Strategy: Math TOSA will Implement Tier Two Interventions and Provide Tier One Instructional Support Action Steps: -On-going data collection and progress monitoring for Tier Two reading intervention -Provide push-in intervention small group support for grades K-3 -Provide daily small group Tier Two interventions to students based on data for grades 4-6 (push-in and/or pull out) -Provide Tier-1 instructional support through planning, modelling, or co-teaching of instructional standards using best practices (based on staff need/request) -On-going data analysis to support grade level teams in adjusting instructional groupings -Meet with administration at least monthly in order to plan and adjust instructional practice -Support staff with collection and analysis of data during the MTSS data conferences -Support grade-level teams with implementing Lodi USD's Organizational Consistencies -Attend and participate in SST and leadership meetings as needed	All Students	\$0 Central Title I
1.4	MTSS Data Conferences Strategy: Meet with grade-level teams four-times a year to review and discuss site-wide student data with the purpose of improving student outcomes through reflection and refinement of instructional practices. Action Steps: -Establish a data kickoff conference with staff before beginning of the school year in order to set goals and create areas of instructional focus as well as beginning of the year student groupings for small group and intervention support. -During subsequent conferences (following BOY, MOY, EOY diagnostic assessments), grade level teams meet to review grade level and individual goals for the purpose of revising or resetting new goals and groups. -Teachers will be provided release time through sub-coverage to allow for collaboration, reflection and planning with the data. -Leadership will provide a focused process for data analysis and reflection that creates a culture of data fluency and continuous improvement -Staff will set instructional and community based goals at each conference -Provide guidance and support with evidence based Tier One practices as it relates to teacher and student clarity as well as effective data cycles	All Students	\$9,895 Title I 1150 Teacher Sub Teacher Substitutes \$2,859 Title I 3000 Benefits
1.5	MTSS Collaboration Strategy: Providing school staff with release time in order to support grade level teams with	All Students	\$12,063 Title I 1120 Teacher Temp

	collaboration activities with the purpose of supporting student outcomes Action Steps: -Provide timecard compensation for staff to meet with grade level teams for MTSS collaboration to include reflection on student data and instructional decision-making during non-contracted time -Administration to collect meeting agenda and minutes from collaborating teams		Teacher Timecards \$3,013 Title I 3000 Benefits
1.6	Professional Learning for Staff Strategy: Providing school staff with ongoing learning opportunities to develop their professional practices in support of student outcomes. Action Steps: -Provide timecard compensation for staff attending professional learning opportunities outside of contract time as needed -Provide release time through substitutes for staff to attend professional learning opportunities embedded into the contracted work day -Secure contracts with outside professional learning opportunities to support the school's plan -Secure materials, as needed, to support on and off site professional learning opportunities -Professional learning opportunities for staff to include instructional supports for core content areas -Professional learning opportunities to include: CORE, iReady, WestEd, Teacher Created Materials, and other organizations as need presents itself -District supports for professional learning opportunities to include district training and collaboration with district teachers on special assignment (TOSA) in the areas of ELA, Math, Science, Technology, English Learners, and Special Education	All Students	\$3,016 Title I 1120 Teacher Temp Teacher Timecards \$6596 Title I 1150 Teacher Sub Teacher Substitutes \$2013 Title I 3000 Benefits \$800 Title I 4300 Materials professional learning books \$9000 Title I 5800 Prof and Operating/Consultants Teacher Created Materials Training for ELPAC Essentials
1.7	English Language Development Strategy: Provide instructional support to staff and students that result in English Language Development and growth in English proficiency as well as access to grade level standards for students who are English learners. Action Steps: -Teachers and bilingual paraprofessionals will provide English Learners with ongoing literacy based tasks utilizing the ELPAC Essentials Supplemental Curriculum that mirrors the state English Language Proficiency Exam (ELPAC) -Teachers to provide daily 30-minutes of designated English language development instruction for English Learners -Bilingual paraprofessionals will provide instructional support for identified English Learner students. -Staff will provide scaffolds and instructional materials that support EL learners in accessing grade level standards.	English Learner Students	\$0 Title III

	-District EL Coaches will provide support to classroom teachers		
1.8	After-Hours Interventions Strategy: Provide short-term after hours interventions to students in support of increased academic outcomes. Action Steps: -Strategic tutoring of students as needed based on site academic data and determined by classroom teachers. -Provide timecard compensation for staff to plan and deliver targeted-skills intervention to students.	All Students	\$2872 Title I 1120 Teacher Temp Teacher Timecards \$717 Title I 3000 Benefits
1.9	Instructional Materials and Resources Strategy: Utilize supplemental instructional material and resources in support of increased student outcomes. Action Steps: -Secure instructional supplemental materials to provide students with access to grade level standards and interventions -Supplemental materials to include: books, duplicating, software licenses and AVID supplies.	All Students	\$9542 Title I 4300 Materials AVID Supplies - paper, pencils, pens, whiteboards, markers, colored pencils, crayons, rulers, folders, binders \$3240 Title I 5875 Technology Licenses CC-PAL SIPPS Software License
1.10	Educational Assemblies Strategy: Provide Educational Assemblies in support of the school's curriculum and culture. Action Steps: -Plan and secure educational assemblies that support real world connections, community building, motivation, skill development, recognition of achievements, and positive behavior reinforcement.	All Students	\$7000 Title I 5800 Prof and Operating/Consultants
1.11	Study Trips Strategy: Provide Educational Study Trips in support of the school's curriculum and culture Action Steps: -Plan and secure educational trips that support real world connections aligned with grade level standards.	All Students	\$7000 Title I 5872 Field Trips

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 Learning & Positive Behavioral Interventions and Support (PBIS)

By Spring of 2026, Parklane Elementary will improve in its consistent implementation of positive behavioral intervention and supports (PBIS) as well as campus-wide support for student social emotional learning outcomes. This will support a reduction in student suspension behaviors through pre-emptive intervention of student needs and progressive response when behaviors do occur. Student chronic absenteeism and suspensions will show a decrease while the site sees improved implementation of PBIS systems (as measured by the Tiered Fidelity Inventory) as well as increased student outcomes during SEL screenings (as measured during the fall and winter Panorama SEL surveys).

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
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.

Staff should continue to develop their awareness of PBIS practices in support of already improving high standards for students behavior. All staff should calibrate on behavior expectations and organizational consistencies for discipline and acknowledgement of student behaviors in the classroom and across the campus. Staff should develop systems and structures for regular collection, analysis, and proactive planning related to student behavior data.

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	2025 CA Dashboard Chronic Absenteeism: 42.3% chronically absent - decreased significantly by 7.6%	In 2025-26, Parklane Elementary will decrease its chronic absenteeism rate by 3 percentage points from the previous year of 42.3% to 39.3%.
CA Dashboard - Suspension Rate	2025 CA Dashboard Suspension Rate: 20% suspended at least one day - significantly increased by 10.9%	In 2025-26, Parklane Elementary will decrease its suspension rate by 7 percentage point from the previous year of 20% to 13%.
Positive Behavioral Interventions and Supports (PBIS) Implementation Fidelity	Spring 2026 Tiered Fidelity Inventory (TFI) Score: Tier 1 - 40% Tier 2 - not assessed (will assess when Tier 1 meets or exceeds 70%)	Spring 2026 Tiered Fidelity Inventory (TFI) Score: Tier 1 - +70% Tier 2 - +40%
Panorama SEL Survey for Grades 3-6	Panorama SEL Survey (Winter 2026) Positive Feelings: 63% Sense of Belonging: 52% Social Awareness: 51% Challenging Feelings: 45%	Panorama SEL Survey (Winter 2027) Positive Feelings: 67% Sense of Belonging: 56% Social Awareness: 55% Challenging Feelings: 49%

	Emotion Regulation: 39% Self-Efficacy: 38%	Emotion Regulation: 43% Self-Efficacy: 42%
--	---	---

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	Positive Behavioral Interventions and Supports Strategy: School staff deepen their knowledge and implementation of schoolwide behavior systems, routines, and procedures in support of improved conditions for learning Action Steps: -Build consistent language and application of PBIS practices across all campus areas through ongoing professional staff development occurring at staff meetings and MTSS Data Conferences -Develop Tier Two and Tier Three systems for pre-emptively intervening and responding to student behaviors based on Tier One behavior data -Develop a data collection in order to collect and analyze Tier One behavior data -Determine the effectiveness of tiered implementation of PBIS systems utilizing the Tiered Fidelity Inventory at least twice a year -Implement Tier 1 PBIS behavior systems, routines and procedures effectively among all staff as measured by the Tiered Fidelity Inventory and walkthroughs -Use behavior data to reflect on and respond to system-wide issues to maintain effective learning environments -Develop a Tier 1 PBIS team that meets at least monthly and consists of administration, teaching staff, counseling support, and behavioral expertise -Provide timecard compensation for staff in support of data reflection and decision-making outside of teacher contract time -Implement Schoolwide Information System (SWIS) for at least weekly analysis of student behavior data -Secure print materials in support of visual reminders for consistent behavior expectations across all campus areas -Implement a classroom-managed behavior data and communication tool -Communicate behavior data at least monthly to staff during staff meetings or as a part of weekly email bulletins -Communicate new PBIS systems or practices to parents utilizing the weekly bulletin as needed	All Students	\$1,149 Title I 1120 Teacher Temp Teacher Timecards \$287 Title I 3000 Benefits \$675 Title I 5875 Technology Licenses SWIS Software License
2.2	Educational Assemblies Strategy: Provide Educational Assemblies in support of the school's curriculum and culture Action Steps:	All Students	\$0 Title I See Goal 1.10

	Plan and secure educational assemblies that support real world connections, community building, motivation, skill development, recognition of achievements, and positive behavior reinforcement.		
2.3	Study Trips Strategy: Provide Educational Study Trips in support of the school's curriculum and culture Action Steps: Plan and secure educational trips that support real world connections aligned with grade level standards.	All Students	\$0 Title I See Goal 1.11

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.

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.
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.

Based on a comprehensive review of the needs assessments (inclusive of staff surveys, focus groups involving students, staff, teachers, and parents) as well as local data, there are several areas that emerged that require improvement. Parklane parents have expressed 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. Parklane has identified the following areas of need to support this accessible and inclusive approach:

- Consistent communication from school to home
- Supplies for additional paper communication (including translation)
- Parent activities during and after school
- Parental engagement in academic support for students

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 Conferences	82% of total student enrollment represented	83% of total student enrollment represented
Back to School Night	36% of total student enrollment represented	40% of total student enrollment represented
Title 1 Parent Meeting	92 of 418 individual family sign-ins: 22% of total student enrollment	29% of total student enrollment represented
Parent Newsletter Views - Median	Median Views July 2025 - March 2026: 183 views	Median Views July 2026-March 2027: 250+ views

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	School-Community Organized Events/Activities Action Steps: Organize activities such as parent-teacher conferences, workshops, educational and social parent/student events, ELAC and SSC meetings, and volunteer opportunities to facilitate parent participation in the school community.	All Students	\$750 Title I: Parent Involvement 4325 Food For Meetings light snacks for parent meetings and events
3.2	Communication: Action Steps: -Provide regular updates and important information through various channels, including flyers, email and text newsletters, parent portals, student/family handbooks, planners and mobile apps. -Include communication about school events, academic progress, and important announcements. -Encourage ongoing dialogue via parent newsletters, parent committee meetings, and parent nights about students' individual needs and achievements to ensure they receive the best support	All Students	\$500 Title I: Parent Involvement 4300 Materials Paper - Communication Supplies \$1,417 Title I: Parent Involvement 5800 Prof and Operating/Consultants Student/Family Handbooks in Student Planners
3.3	Increase meaningful parent involvement of English Learner (EL) families by fostering relationships, reducing barriers, and providing culturally and linguistically inclusive opportunities: Action Steps: -Timecard hours for classified staff to provide support through translation, child care support, and involvement in the following activities: -Parent Café – Organize informal gatherings where EL parents can share their experiences, voice concerns, and collaborate on school initiatives in a welcoming, culturally affirming space. -Parent Leadership & Advocacy – Offer leadership training and opportunities for EL parents to serve on advisory committees (e.g., ELAC/DELAC) to amplify their voices in school decision-making. -Flexible Volunteering Opportunities – Create accessible volunteer roles that accommodate different schedules, skill sets, and language abilities to encourage participation.	All Students	\$600 Title I: Parent Involvement 2200 Class Support Temp Timecards for Classified Staff \$234 Title I: Parent Involvement 3000 Benefits
3.4	Student-Led Family Engagement Events: Action Steps: -Encourage student-led events such as the Parklane Ice Cream Social, Lunch on the Lawn, or cultural celebrations, to create a comfortable and engaging atmosphere that fosters parental participation -Leverage home-school partnerships to develop a system where teachers and staff make personal	All Students	\$0 LCFF

	outreach efforts (phone calls, home visits, etc.) to build relationships and provide guidance on how parents can support their student's education.		
--	---	--	--

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	\$153,672.00
Total Funds Budgeted for Strategies to Meet the Goals in the SPSA	\$153,672.00
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	\$150,171.00
Title I: Parent Involvement	\$3,501.00
Title III	\$0.00
rCalc_TotbyFSGrpFederal_50_FundSrc}	\$

Subtotal of additional federal funds included for this school: \$153,672.00

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
LCFF	\$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: \$153,672.00

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
Central Title I	0.00
LCFF	0.00
Title I	150,171.00
Title I: Parent Involvement	3,501.00
Title III	0.00

Expenditures by Budget Reference

Budget Reference	Amount
	0.00
1120 Teacher Temp	19,100.00
1150 Teacher Sub	16,491.00
1900 Other Cert Salaries	49,149.00
2200 Class Support Temp	600.00
3000 Benefits	28,408.00
4300 Materials	10,842.00
4325 Food For Meetings	750.00
5800 Prof and Operating/Consultants	17,417.00
5872 Field Trips	7,000.00
5875 Technology Licenses	3,915.00

Expenditures by Budget Reference and Funding Source

Budget Reference	Funding Source	Amount
	Central Title I	0.00
	LCFF	0.00
	Title I	0.00
1120 Teacher Temp	Title I	19,100.00
1150 Teacher Sub	Title I	16,491.00
1900 Other Cert Salaries	Title I	49,149.00
3000 Benefits	Title I	28,174.00
4300 Materials	Title I	10,342.00
5800 Prof and Operating/Consultants	Title I	16,000.00
5872 Field Trips	Title I	7,000.00
5875 Technology Licenses	Title I	3,915.00
2200 Class Support Temp	Title I: Parent Involvement	600.00
3000 Benefits	Title I: Parent Involvement	234.00
4300 Materials	Title I: Parent Involvement	500.00
4325 Food For Meetings	Title I: Parent Involvement	750.00
5800 Prof and Operating/Consultants	Title I: Parent Involvement	1,417.00
	Title III	0.00

Expenditures by Goal

Goal Number	Total Expenditures
Goal 1	148,060.00
Goal 2	2,111.00
Goal 3	3,501.00

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
Joseph Ward	Principal
Lori Ring	Classroom Teacher
Lea Rodriguez	Classroom Teacher
Holly Dinwiddie	Classroom Teacher
Reyna Hernandez	Other School Staff
Alyssa Suarez	Parent or Community Member
Destiny House	Parent or Community Member
Patricia Smith	Parent or Community Member
Sajeda Rehman	Parent or Community Member
Ram Salhan	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

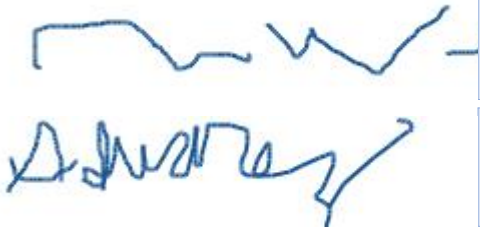
English Learner Advisory Committee

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 21, 2026.

Attested:

The block contains two handwritten signatures in blue ink. The top signature is for Joe Ward, and the bottom signature is for Alyssa Suarez. Both signatures are written in a cursive, flowing style.

Principal, Joe Ward on 5/21/2026

SSC Chairperson, Alyssa Suarez on 5/21/2026