

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 |
|---------------------------------|-----------------------------------|--|---------------------------|
| Leroy Nichols Elementary School | 39685856042154 | 5/01/2026 | 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 Leroy Nichols 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:

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

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.

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

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 Leroy Nichols 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 a review of the 2025 California School Dashboard data and the Comprehensive Needs Assessment (CNA) for Nichols Elementary School, the following areas have been identified as needing significant improvement:

Chronic Absenteeism: Red performance category (a drop of two performance categories from Yellow) – 23.3% chronically absent

English Learner Progress: Red performance category (from Orange) – a 10.2 % decline, with 37.5% making progress

Suspension Rate: Orange performance category (a drop of two performance categories from Green) – an increase of .9%

These performance levels indicate a critical need to address English Learner needs, including language development, and understand why students miss school and what may be done to support behavior, attendance, and engagement.

Additional Areas of Need Identified Through Local Data and Review

The comprehensive needs assessment process, which included a review of both state and local data, revealed the following systemic areas needing improvement:

1. Provide rigorous evidence-based instruction- There is a need for strengthening access to standards-based instruction and the consistent use of rigorous, evidence-based instructional practices differentiated to meet student needs. To address this, the site will strengthen collective commitments, strengthen the structure of PLC meetings, and continue to provide professional development and build systems for closing learning gaps.
2. Target professional learning opportunities- There is a need to provide targeted professional learning opportunities in response to identified needs and strengthen opportunities for job-embedded learning, including observations. To address this, leadership and staff will strengthen classroom walkthroughs aligned to teacher and student needs, continue addressing professional development literacy needs, and strengthen professional development and systems addressing needed improvement in math instruction and interventions for closing learning gaps.

Other Dashboard Indicators:

English Language Arts – Yellow (41 points below standard, increased by 11.4 points)

Math – Yellow (58.4 points below standard, increased by 5.5 points)

All steps aim to support improved student outcomes in both literacy and mathematics. While not identified as an area of highest need, English Language Arts will continue to be monitored and addressed through ongoing Tier 1 improvement and a focus on early literacy. Math will also be addressed through ongoing improvements in Tier 1, strengthened professional development, and a focus on addressing 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.

In alignment with the requirements of the School Plan for Student Achievement (SPSA), a review of the California School Dashboard indicates that student subgroups are performing at the same level as “All Students” in ELA and Math; with respect to Chronic Absenteeism, English Learners are performing one level above and White students are two levels above “All Students”; and, with respect to Suspension Rate, Asian students are performing three levels above “All Students”, Students with Disabilities are performing two levels above, and English Learners and Hispanic students are performing one level above. Specific subgroup data is listed below.

English Language Arts (ELA)

- All Students: YELLOW (41 points below standard, increased by 11.4 points)
- Socioeconomically Disadvantaged: YELLOW (41.6 points below standard)
- English Learners: YELLOW (62.2 points below standard)
- Hispanic Students: YELLOW (47.3 points below standard, increased 21.6 points)

Mathematics

- All Students: YELLOW (58.4 points below standard, increased 5.5 points)
- Socioeconomically Disadvantaged: YELLOW (62.5 points below standard)
- English Learners: YELLOW (61.4 points below standard)
- Hispanic Students: YELLOW (64.5 points below standard)

Chronic Absenteeism

- All Students: RED (23.3% chronically absent, increased 3.7 points)
- Students with Disabilities: RED (29.7%)

- Socioeconomically Disadvantaged: RED (21.8%)
- English Learners: ORANGE (19.6%)
- Hispanic Students: RED (26%)

· White Students: YELLOW (18.5%)

GAP: English Learners at Orange, one performance level above All Students, and White students at Yellow, two performance levels above All Students.

Suspension Rate

- All Students: ORANGE (2.6% suspended at least one day)
- Students with Disabilities: GREEN (2.6%)
- Socioeconomically Disadvantaged: ORANGE (2.9%)
- English Learners: YELLOW (2%)
- Hispanic Students: YELLOW (2%)

· Asian Students: BLUE (0%)

· White Students: RED (7.5%)

GAP: Asian students are at Blue, three performance levels above All Students; Students with Disabilities are at Green, two performance levels above All Students; English Learners and Hispanic students are at Yellow, one performance level above all students.

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), Nichols 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.

During the 2025–2026 school year, overall student performance improved on the measures indicating student distance from standard on both the ELA and Math SBA, however scores targets were not met across most other key metrics.

* DIBELS: Performance increased by 1% (to 57%) but did not meet the targeted 5% increase.

* CAASPP ELA: MOY proficiency improved from 52.4 points below standard to 41 points below standard; EL students improved from 74.5 points below standard to 62.2 points below standard. Meeting both targets. Students meeting or exceeding ELA standards increased slightly from 31.3% of students meeting/exceeding standards to 31.84%. EL student percentages of students meeting/exceeding standards dropped from 10.5% to 4.88%. All students and EL students moved from Orange to Yellow on the Dashboard.

*iReady ELA: All students decreased MOY scores from 32% at or above in 24/25 to 29% at or above in 25/26. EL students declined from 8% at or above in 24/25 to 6% in 25/26.

* CAASPP Math: All students moved from 63.9 points below standard to 58.4 points below standard. Similarly, EL students progressed from 71.6 points below standard to 61.4 points below standard, moving both groups from Orange to yellow on the Dashboard. All students decreased from 23.6% scoring met or exceeded standard to 23%. EL students improved from 7.5% at met or exceeded standards to 12.2% at met or exceeded standards.

*iReady Math: All students improved slightly on the MOY iReady Math assessment, moving from 22% of students performing at or above grade level to 24.02% of students scoring at or above. EL students declined slightly, moving from 14% at or above to 11% at or above.

* CAASPP Science: Science scores decreased, with ALL students scoring 58.4 points below standard and EL students scoring 61.4 points below standard.

* CAASPP ELPI: ELPI scores declined in the area of progress, moving from 47.7% of EL students improving their

ELPAC by one or more levels to 37.5% of students improving by one or more levels. However, it is important to note that 51.6% of students maintained their ELPAC levels, with only 10.9% of students declining an ELPAC level. 10.9% in the lowest ELPAC level decreased since before 2019.

Program implementation went largely as planned, with improvements showing on the CA Dashboard and most performance indicators.

-District TOSA provided support in classrooms K-3, assisted teachers in data analysis, and continually addressed students' needs through a variety of interventions.

-All teachers participated in MTSS Data Analysis and Conferences

-No 0.5 Site-Based ELA intervention teacher was hired.

- Supplemental resources were purchased to support primary students in their SIPPS instruction and phonemic awareness, intermediate students in their fluency, and math manipulatives were purchased to support classroom instruction and instruction in the resource room.
- Staff collaborated in various ways throughout the school year. This included PLC meetings twice per month, leadership, tier 2/3 support teams, support staff collaborations, and professional development.

-ELD instruction, bilingual paraeducator support, and ELPAC bootcamp were all used to consistently work with our English Learners. During the 25/26 school year, our bilingual paraeducator team worked regularly with the vice principal to review data, improve small group instruction, and expand their knowledge.

- Tiered Math Interventions- This is an area that will need continuous improvement during the 26/27 school year.
- Classroom Libraries were improved for primary grades, including additional books for beginning readers. Additional high-interest books were purchased for all other classrooms as well.

-All students participated in study trips to build student experiences and understanding of grade-level content standards. Title 1 funds were used for select trips for grades K, 2, 4, and 6.

-Professional development occurred through various providers as well as school administration and district coaches. All general education teachers participated in PLC+ training with CORWIN, where professional development really focused on expectations for short constructed responses, and district coaches supported various teachers in classroom-specific strategies. Teachers in grades K, 3-6 participated in an iReady Teacher package, modeling and learning about effective mathematics instructional strategies, and all teachers participated in professional development before PLC meetings.

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

In early March, adjustments were made to the planned expenditures through School Site Council (SSC) approval to more effectively reallocate and utilize unspent funds. These changes allowed the site to redirect resources toward higher-impact activities aligned with student needs and school priorities.

Originally, Nichols planned to hire a 0.5 FTE intervention teacher to support intermediate grades. Nichols was unable to find a candidate suitable for the position; we thus reevaluated our budget to support teachers with their work in the classroom.

We intended to dive deeply into the math curriculum, working with iReady consultants to improve instruction and improve our PLC work in mathematics. This work happened at varying levels, with an iReady curriculum consultant joining some grade-level teams twice during the 25-26 school year.

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.

Our comprehensive needs assessment found that Nichols' priority needs included the following.

- Providing rigorous evidence-based instruction
- Targeted professional learning opportunities
- Removing barriers and providing opportunities

-Actions this year were successful in focusing our work on ELA and mathematics, and will continue during the 26/27 school year. Nichols staff worked to provide teacher collective efficacy in the area of writing and student clarity of those expectations. Work will continue in this area. Additionally, staff worked to improve student engagement and collaboration

in mathematics. This work will continue with targeted professional development in this area. Additionally, scores show a need for additional time to be spent on science.

-During the 25/26 school year, Nichols used the percentage of students who met/exceeded the standards on the SBA in Math, ELA, and Science. That measure will no longer be used. We will only use the distance from the standard on all of the previously mentioned assessments.

-The indicator referencing science will be reworded as Nichols 5th grade enrollment varies, and subgroups are inconsistent across school years. Only the ALL students' data will be used to provide consistency.

-DIBELS does not have a report to run only for EL students, thus this indicator will not be used. The DIBELS indicator will continue to be used to measure progress of our K-2 students, as this is the only local assessment data used to measure ELA progress at these grades.

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

Leroy Nichols 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.

Nichols had one outside assembly supporting culture and three additional internal assemblies. Internal assemblies shifted this year with requirements for students to be present 90% of the time, show effort on 80% of their work, and receive 1 or less classroom accountability slip. The impact was an assembly that celebrated students working hard and consistently making good decisions and teachers noted that they really saw the impact on students. Additionally, tiered meetings helped review student success academically and behaviorally. Some process were refined, including adding teacher feedback from tier 2/3 meetings where students interventions were reviewed. Nichols counselor taught class lessons focus on specific grade level skills as well as areas of need noted using SWIS discipline data as well as teacher and staff observational input. Individual counseling was limited due to counselor availability. Mental health caseloads increased due to addition student need.

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

One intended assembly was not able to be scheduled thus the funding for that was not used.

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

During the 26/27 school year Nichols will continue to refine and formalize systems to ensure equity based and consistent decisions for tier 2 supports. The TFI changes to version 3.0 and may affect TFI ratings so the goal will reflect lowered expected percentages while maintaining GOLD PBIS recognition status.

Goal 3

Title and Description of School Goal

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

Parent Involvement

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

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

School-Community events included Parent Power Hours, Cafecito, and family engagement events such as literacy and science night. Communication was maintained on ClassDojo and included weekly newsletters to families, notices about

school events including minimum days or special events, and opportunities for parent learning. Nichols community liaison supported families during schoolwide events, facilitating and/or participating with Cafecito and Parent Power Hours and additional family meetings. Families took the opportunity and filled all budgeted fingerprinting slots and were thus able to participate in school events and study trips.

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

No major differences between intended implementation and actual implementation.

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.

This goal will continue with defined budgets for each of the scheduled family engagement nights.

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 2027, Leroy Nichols Elementary will improve student outcomes in English Language Arts, Mathematics, and English Learner Progress, as measured by the California Dashboard and district i-Ready assessments, through strengthening Tier 1 core instruction and providing targeted Tier 2 supports within the MTSS framework.

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

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

LCAP Goal to which this School Goal is Aligned

LCAP goal to which this school goal is aligned.

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

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.

In alignment with the requirements of the School Plan for Student Achievement (SPSA), a review of the California School Dashboard indicates that student subgroups are performing at the same level as "All Students" in ELA and Math; with respect to Chronic Absenteeism, English Learners are performing one level above and White students are two levels above "All Students"; and, with respect to Suspension Rate, Asian students are performing three levels above "All Students", Students with Disabilities are performing two levels above, and English Learners and Hispanic students are performing one level above. Specific subgroup data is listed below.

English Language Arts (ELA)

- All Students: YELLOW (41 points below standard, increased by 11.4 points)
- Socioeconomically Disadvantaged: YELLOW (41.6 points below standard)
- English Learners: YELLOW (62.2 points below standard)
- Hispanic Students: YELLOW (47.3 points below standard, increased 21.6 points)

Mathematics

- All Students: YELLOW (58.4 points below standard, increased 5.5 points)
- Socioeconomically Disadvantaged: YELLOW (62.5 points below standard)
- English Learners: YELLOW (61.4 points below standard)
- Hispanic Students: YELLOW (64.5 points below standard)

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: 41.0 points below standard | 2026 Dashboard: Reduce distance from standard to 35.0 points below standard. |
| CA Dashboard: Mathematics Distance from Standard | 2025 CA Dashboard: 53.4 points below standard | 2026 Dashboard: Reduce distance from standard to 47.4 points below standard. |
| CA Dashboard: English Learner Progress | 2025 CA Dashboard: 37.5% making progress | 2026 Dashboard: Increase to 40.5% making progress. |
| i-Ready ELA MOY: Distance from Standard | (MOY 2026): 38.33 points below standard | (MOY 2027): Reduce distance from standard to 30.33 points below standard. |
| i-Ready Math MOY: Distance from Standard | (MOY 2026): 21.02 points below standard | (MOY 2027): Reduce distance from standard to 14.02 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 | <p>District ELA TOSA will play a pivotal role in advancing initiatives for K-3 early reading, tailored for our diverse student population. Collaborating with teachers, site administrators, and district leadership, they will provide specialized expertise, support, and guidance in implementing evidence-based early reading strategies. Serving as an intervention teacher and resource, the ELA TOSA will enhance early literacy instruction to improve literacy outcomes for K-3 students.</p> <p>Modeling Lessons and Small Group Instruction: * Available to model or co-teach SIPPS or Amplify lessons. * Support teachers in delivering effective lessons. * Provide flexible, short-term small group instruction</p> <p>Collaboration/Scheduling/Planning: * Work with site administrators to give input on professional development based on needs. * Work with the site principal to develop schedules for interventions, CORE visits, and data conferences. * Maintain consistent communication and interaction with administrators.</p> <p>Assessment Support: * Assist in DIBELS and SIPPS testing as needed.</p> | All Students | |

| | | | |
|------------|--|--------------|--|
| | <ul style="list-style-type: none"> * Progress monitors own intervention students every 3 to 6 weeks. * Provide assistance to teachers with testing timelines. | | |
| 1.2 | <p>MTSS Data Conferences and Analysis</p> <p>Provide release time for teachers to:</p> <ul style="list-style-type: none"> * Analyze universal screeners and state/local data to identify trends and areas for improvement. * Collaborate, plan, and respond with best practices. * Foster collaboration among teachers to develop targeted intervention strategies. * Tailor instructional practices based on data insights to address diverse student needs. * Include specialists such as speech therapists, resource specialists, intervention teachers, counselor- tiered approach while considering the whole child. * Use Data Collection Sheets to track individual student progress. * Evaluate intervention effectiveness and instructional strategies for continuous improvement. <p>Administer iReady diagnostics for ELA and Math three times per year (BOY, MOY, and EOY) and use that data to group students and inform instruction.</p> | All Students | <p>\$10000 Title I 1150 Teacher Sub Substitutes for MTSS Conferences and Analysis \$4996 Title I 3000 Benefits Benefits for 1.2 and 1.11</p> |
| 1.3 | <p>Supplemental Resources to Support Implementation of AVID and Visible Learning</p> <p>Purchase supplemental instructional resources and materials that support the implementation of AVID strategies and Visible Learning practices across classrooms. These may include organizational tools, student planners, and focused note-taking materials, AVID curriculum supports, Visible Learning reference guides, and anchor charts that promote clarity of learning.</p> <p>Resources will be used to reinforce college and career readiness skills, increase student engagement, and support instructional practices aligned with clear learning intentions, success criteria, and formative assessment.</p> | All Students | <p>\$15178 Title I 4300 Materials</p> <p>\$4500 Title I 5875 Technology Licenses</p> <p>\$500 Title I 4328 Warehouse Supplies paper \$1000 Title I 5715 Print Shop</p> |
| 1.4 | <p>MTSS (Multi-Tiered System of Supports) Collaboration</p> <p>Educators engage in various activities aimed at enhancing student outcomes through a comprehensive and coordinated approach to intervention and instruction.</p> <p>Some key activities that may occur during MTSS collaboration time include:</p> <p>Data Review and Analysis: Educators examine student data to identify patterns, trends, and areas of need across academic, behavioral, and social-</p> | All Students | <p>\$7000 Title I 1120 Teacher Temp Teacher timecards for collaboration \$2312 Title I 3000 Benefits Timecard benefits Includes goal 1.4 and 2.1</p> |

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| | <p>emotional domains. This analysis informs decision-making for tiered interventions.</p> <p>Progress Monitoring: Teams review progress monitoring data to assess the effectiveness of current interventions and determine if adjustments are needed to support student growth.</p> <p>Problem-Solving Discussions: Educators engage in collaborative problem-solving to address challenges faced by students within the MTSS framework. This involves brainstorming strategies, sharing expertise, and leveraging resources to support student success.</p> <p>Curriculum Planning and Differentiation: Teams collaborate to align curriculum with intervention goals, ensuring that instruction is differentiated to meet the diverse needs of students across tiers of support.</p> <p>Professional Learning and Development: Educators participate in professional development sessions focused on evidence-based practices, intervention strategies, and data-driven decision-making within the MTSS framework.</p> <p>Parent and Community Engagement Planning: Teams discuss strategies for involving parents and community stakeholders in supporting student success within the MTSS model, including communication strategies and outreach efforts.</p> <p>Implementation Review and Reflection: Educators reflect on the implementation of interventions, sharing successes and challenges, and refining strategies based on ongoing feedback and evaluation.</p> <p>Collaborative Team Meetings: Grade-level, subject-specific, or vertical articulation teams come together to coordinate efforts, share insights, and align interventions to ensure continuity and coherence in support provided to students.</p> <p>Resource Allocation and Coordination: Teams discuss resource allocation, including staffing, materials, and technology, to optimize support for students at different tiers of the MTSS framework.</p> <p>Documentation and Record-Keeping: Educators maintain detailed documentation of interventions, progress monitoring data, and outcomes to ensure accountability and inform future decision-making.</p> <p>(Note: All collaboration time must be supported by documentation with attendees, dates, times, and details of the discussion. This documentation must be kept at the site and readily accessible for program monitoring.)</p> | | |
| 1.5 | ELD instruction | English Learners | |

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| | <p>Ensure that students are provided 30 minutes of designated EL instruction on a consistent basis.</p> <p>Instructional Support District ELD Coaches will provide support to classroom teachers of EL Students.</p> <p>Bilingual Para-educators Certificated Staff, Para educators and additional Classified staff will provide support for instruction of the core for identified EL students on a more consistent basis.</p> | | |
| 1.6 | <p>Bilingual paraeducators will provide support by promoting the development of academic language and enhancing comprehension across all subjects. This can include:</p> <ul style="list-style-type: none"> * pre-teaching key academic vocabulary * clarify directions and content during whole-group and small- group instruction * provide support for ELs during independent work and assessment * encourage the use of academic language in speaking and writing tasks | English Learners | |
| 1.7 | <p>English Learner ELPAC Bootcamp</p> <p>Nichols Elementary bilingual paraeducators will run an English Learner (EL) Bootcamp during the school day to improve students' familiarity with the ELPAC test format, expectations, and academic language demands. The Bootcamp will include targeted practice sessions, modeled test items, and opportunities to build confidence in listening, speaking, reading, and writing tasks. School administration will plan lessons for bilingual paraeducators to use. The goal is to reduce test anxiety and improve student performance on the ELPAC.</p> | English Learners | |
| 1.8 | <p>Tiered Math Interventions Based on iReady Data</p> <p>Tiered math interventions will be implemented using iReady diagnostic data to identify students performing below grade level. Educators will provide small-group instruction 2–4 times per week, focusing on specific skill gaps. Instructional materials will include the iReady Teacher Toolbox and Guided Math resources to ensure alignment with student needs. Intervention progress will be monitored regularly, and instruction adjusted accordingly.</p> | All Students | |
| 1.9 | <p>Build and Enhance Classroom Libraries</p> <p>Purchase a variety of high-interest, culturally relevant, and grade-level appropriate books to expand classroom libraries across all grade levels. Books will reflect a range of genres, reading levels, and cultural backgrounds to support independent reading, small-group instruction, and student choice. Teachers will also receive guidance on how</p> | All Students | \$5000 Title I 4200 Books Books |

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| | to organize and use classroom libraries to promote reading engagement and literacy growth. | | |
| 1.10 | <p>Study Trips Supplementing Grade-Level Core Curriculum:</p> <p>Study trips to supplement grade-level core curriculum is to provide students with experiential learning opportunities that deepen their understanding of academic concepts and enrich their educational experiences. The following activities outline the framework for these study trips:</p> <p>Pre-Trip Preparation: Educators plan and prepare students for the study trip by aligning the objectives with grade-level core curriculum standards.</p> <p>Curriculum Integration: Study trips will be carefully designed to integrate with the core curriculum of each grade level. Hands-On Learning Experiences: Students will engage in hands-on activities, experiments, or demonstrations during the trip that complement classroom learning.</p> <p>Guided Exploration: Educators will facilitate guided exploration of the study trip location, pointing out relevant connections to classroom topics and encouraging students to make observations and ask questions.</p> <p>Interdisciplinary Connections: Study trips may incorporate interdisciplinary connections by exploring how different subject areas intersect in real-life settings.</p> <p>Reflective Activities: After the trip, students will participate in reflective activities such as journaling, group discussions, or presentations to process their experiences and make connections to the core curriculum.</p> <p>Skill Development: Study trips will provide opportunities for students to develop essential skills such as critical thinking, communication, collaboration, and problem-solving in authentic settings.</p> <p>Follow-Up Learning: Educators will incorporate follow-up activities and assessments back in the classroom to reinforce learning from the study trip and assess its impact on student understanding and retention of core curriculum concepts.</p> | All Students | <p>\$25000 Title I 5872 Field Trips Study Trips \$2000 Title I 5712 Transportation Study Trip Transportation</p> |
| 1.11 | <p>Professional Development: Strengthening Instructional Practices through Visible Learning and PLCs</p> <p>Implement ongoing professional development focused on Visible Learning to strengthen classroom instruction across all content areas. Teachers will engage in collaborative planning and lesson design that emphasizes clear learning intentions, success criteria, and formative</p> | All Students | <p>\$10000 Title I 1150 Teacher Sub Teacher Subs to Professional Development \$25000 Title I 5800 Prof and Operating/Consultants</p> |

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| <p>assessment practices. This work will build teacher clarity, promote student ownership of learning, and improve overall instructional effectiveness. Professional development will also incorporate the PLC model to support data-driven collaboration, alignment of instructional practices, and continuous improvement through shared inquiry.</p> <p>Peer Observations: A coverage schedule will be developed to allow staff to observe peers across grade levels and disciplines.</p> <p>Purchase of Professional Learning Resources to Support Visible Learning and PLC Implementation</p> | | <p>\$10000 Title I 5220 Conference</p> <p>\$2500 Title I 4300 Materials</p> |
|---|--|---|

Goals, Strategies, & Proposed Expenditures

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

Goal 2

Title and Description of School Goal

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

Social-Emotional Behavioral

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

LCAP Goal to which this School Goal is Aligned

LCAP goal to which this school goal is aligned.

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

Identified Need

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

In alignment with the requirements of the School Plan for Student Achievement (SPSA), a review of the California School Dashboard indicates a need to strengthen social-emotional, behavioral, and attendance supports for students. With respect to Chronic Absenteeism, English Learners are performing one performance level above “All Students,” and White students are performing two performance levels above “All Students.” With respect to Suspension Rate, Asian students are performing three performance levels above “All Students,” Students with Disabilities are performing two performance levels above, and English Learners and Hispanic students are performing one performance level above. Specific subgroup data is listed below.

Chronic Absenteeism

- All Students: RED (23.3% chronically absent, increased 3.7 points)
- Students with Disabilities: RED (29.7%)
- Socioeconomically Disadvantaged: RED (21.8%)
- English Learners: ORANGE (19.6%)
- Hispanic Students: RED (26%)
- White Students: YELLOW (18.5%)

GAP: English Learners at Orange, one performance level above All Students, and White students at Yellow, two performance levels above All Students.

Suspension Rate

- All Students: ORANGE (2.6% suspended at least one day)
- Students with Disabilities: GREEN (2.6%)
- Socioeconomically Disadvantaged: ORANGE (2.9%)
- English Learners: YELLOW (2%)
- Hispanic Students: YELLOW (2%)
- Asian Students: BLUE (0%)
- White Students: RED (7.5%)

These data indicate the continued need for expanded tiered supports and targeted interventions to improve student attendance, strengthen behavioral supports, and ensure students receive timely social-emotional interventions. Leroy Nichols Elementary will continue to refine and strengthen its multi-tiered systems of support (MTSS), including proactive behavioral interventions, attendance monitoring, restorative practices, counseling supports, and family engagement strategies to better meet the academic, behavioral, and social-emotional needs of all 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 |
|------------------------------------|--|--|
| CA Dashboard - Chronic Absenteeism | 2025 CA Dashboard Chronic Absenteeism Indicator: ALL Student group indicated 23.3% of students were chronically absent. | 2026 CA Dashboard Chronic Absenteeism Indicator: ALL Student group will be Orange on the dashboard, decreasing chronic absenteeism by at least 5.1% |
| CA Dashboard - Suspension Rate | 2025 CA Dashboard Suspension Indicator: | 2026 CA Dashboard Suspension Indicator: |

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| | ALL Students group rate of suspension was 2.6% | ALL Students group will be Yellow on the dashboard, decreasing the suspension rate by 0.2% or more |
| Positive Behavioral Interventions and Supports (PBIS) Implementation-Tiered Fidelity Inventory (TFI) | 2025-2026 Local Data: Tier 1 TFI Score- 97% Tier 2 TIF Score- 84% PBIS Gold Award received | 2026-2027 Local Data: Tier 1 TFI- 80% or better Tier 2 TFI- 80% or better PBIS Gold Award received |

Strategies/Activities

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

| Strategy/ Activity # | Description | Students to be Served | Proposed Expenditures |
|-------------------------|--|-----------------------|--|
| 2.1 | <p>Positive Behavioral Intervention and Supports Collaboration</p> <p>Educators engage in various activities aimed at enhancing student outcomes through a comprehensive and coordinated approach to PBIS strategies. Some key activities that may occur during PBIS collaboration time include:</p> <p>Leadership and Coordination: Lead the implementation of PBIS within the school. Coordinate efforts across the school community, including administrators, teachers, staff, students, and families. Facilitate regular team meetings to plan, monitor, and adjust PBIS initiatives.</p> <p>Data Collection and Analysis: Collect and analyze behavior data to identify trends and areas of concern. Use data to make informed decisions about interventions and supports. Monitor the effectiveness of PBIS strategies and interventions over time.</p> <p>Developing and Implementing PBIS Systems: Establish clear behavioral expectations (behavioral matrix) for all areas of the school. Develop and implement a tiered system of support (universal, targeted, intensive) based on student needs. Design and implement proactive strategies to prevent challenging behaviors.</p> <p>Training and Professional Development: Provide training to staff on PBIS principles, strategies, and practices. Support staff in implementing PBIS strategies in their classrooms and across the school environment. Collaborate with outside experts and resources to improve staff training.</p> <p>Supporting Staff and Students: Offer guidance and resources to teachers and staff for implementing behavior interventions.</p> | All Students | <p>\$2250</p> <p>Title I</p> <p>1120 Teacher Temp</p> <p>Teacher timecards</p> <p>\$0</p> <p>Title I</p> <p>3000 Benefits</p> <p>Benefits cost listed under goal 1.4</p> |

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| | <p>Provide direct support and guidance to students who require additional behavioral support. Foster a positive and inclusive school culture through PBIS initiatives.</p> <p>Family and Community Engagement: Involve families in PBIS activities and initiatives. Communicate PBIS principles and expectations to families and gather their input and support. Collaborate with community organizations</p> <p>Evaluation and Continuous Improvement: Regularly evaluate the effectiveness of PBIS practices and interventions. Use evaluation findings to make data-driven decisions and improvements to the PBIS framework. Ensure ongoing fidelity and sustainability of PBIS implementation.</p> <p>(Note: All collaboration time must be supported by documentation with attendees, dates, times, and details of the discussion. This documentation must be kept at the site and readily accessible for program monitoring.)</p> | | |
| <p>2.2</p> | <p>Assemblies to support the school's curriculum and culture.</p> <p>The assemblies should include one or more of the following components; Real-World Connections: Educational assemblies often feature speakers or presentations that connect classroom lessons to real-world applications. This connection helps students understand the relevance of what they are learning and how it can be applied beyond the classroom.</p> <p>Community Building: Assemblies bring students, teachers, and sometimes parents together in a shared learning experience. They contribute to a sense of community within the school and promote positive relationships among attendees.</p> <p>Inspiration and Motivation: Guest speakers at assemblies can inspire students by sharing personal stories of success, perseverance, or overcoming challenges. Such stories can motivate students to work harder, set goals, and pursue their dreams.</p> <p>Addressing Important Topics: Assembly provides a platform to address critical issues such as bullying, mental health, diversity, and character development. They can facilitate open discussions and create awareness among students.</p> <p>Skill Development: Assemblies can be designed to focus on specific skills such as leadership, communication, or critical thinking. Workshops or</p> | <p>All Students</p> | <p>\$1000 Title I 4300 Materials</p> <p>\$5000 Title I 5800 Prof and Operating/Consultants</p> |

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| | <p>interactive sessions during assemblies can help students develop these essential life skills.</p> <p>Celebration of Achievements: Assemblies can be used to recognize and celebrate student achievements, academic excellence, or extracurricular successes. This recognition boosts students' self-esteem and encourages them to excel.</p> <p>Positive Behavior Reinforcement: Assemblies can reinforce positive behavior and values through storytelling, role-playing, or interactive activities. They contribute to the overall positive culture of the school.</p> <p>Materials and supplies will be purchased as needed to support interactive assembly experiences that actively engage students in learning, collaboration, and participation. These resources will help reinforce schoolwide academic, behavioral, social-emotional, and cultural goals while making assemblies more meaningful, accessible, and impactful for students.</p> | | |
| <p>2.3</p> | <p>Tier 2 and Tier 3 Supports</p> <p>0.4 School Counselor will provide tiered supports for students Social Emotional Development including classroom presentations, small groups, and individual counseling.</p> <p>0.2 Mental Health clinician will provide support for students in need of more intensive and long-term support.</p> | <p>All Students</p> | <p>\$</p> |

Goals, Strategies, & Proposed Expenditures

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

Goal 3

Title and Description of School Goal

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

Parent Involvement

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

LCAP Goal to which this School Goal is Aligned

LCAP goal to which this school goal is aligned.

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

Identified Need

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

Review of stakeholder feedback, survey data, and the Comprehensive Needs Assessment (CNA) indicates that Leroy Nichols Elementary has established a strong and caring school community with positive systems for communication and family engagement. Parents reported appreciation for opportunities such as Parent Power Hour, Family Engagement Nights, parent conferences, and the continued use of ClassDojo as a primary communication tool. Parents also shared that school staff are accessible, responsive, and seek family input regarding their children's education.

At the same time, CNA findings indicate a need to strengthen consistency, structure, and accessibility of communication and collaboration opportunities across the school community. Expanding systematic opportunities for parent-teacher collaboration, increasing family participation in school decision-making processes, and providing regular, meaningful updates regarding student learning and schoolwide initiatives will further strengthen partnerships between home and school. Continued efforts to build family capacity and engagement will support student academic achievement, attendance, social-emotional well-being, and overall school connectedness.

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 Workshop Participation Rate: Percentage of families attending academic-focused workshops (e.g., understanding assessment data, supporting reading/math at home) | At least 50% of families participated in at least one academic-focused workshop or activity during the 2025-2026 school year. | Target: 50% of families participate in at least one academic-focused workshop or activity by the end of the year. Data Source: Sign-in sheets, RSVPs, and virtual attendance logs. |
| Percentage of families who report feeling "welcomed," "informed," and "supported" as partners in their child's education on the annual school climate survey | During the 2025-2026 school year, more than 70% of families surveyed through the annual school climate or Panorama survey reported feeling "welcomed," "informed," and "supported" as partners in their child's education. | Target: By the end of the 2026-2027 school year, 70% or more of families surveyed through the annual school climate or Panorama survey will report feeling "welcomed," "informed," and "supported" as partners in their child's education. Data Source: District School Climate Survey |

Strategies/Activities

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

| Strategy/ Activity # | Description | Students to be Served | Proposed Expenditures |
|-------------------------|---|-----------------------|---|
| 3.1 | <p>School-Community Organized Events/Activities</p> <p>Coordinate and host a series of family engagement events throughout the school year focused on student academic support, building strong home-school partnerships, and improving school attendance. Events will include workshops, student-led sessions, and bilingual interpretation to ensure accessibility for all families. Provide light refreshments for school-community events.</p> <p>Books and materials will support the topics covered during family engagement events such as Parent Power Hour. Topics will be chosen at the beginning of the year using a parent survey and parent interviews.</p> | All Students | <p>\$250 Title I: Parent Involvement 4325 Food For Meetings</p> <p>\$310 Title I: Parent Involvement 4300 Materials</p> <p>\$250 Title I: Parent Involvement 4200 Books</p> |
| 3.2 | <p>Communication</p> <p>Dedicated to fostering clear and effective communication with parents, we will provide regular updates and important information through various channels, including flyers, email newsletters, parent portals, and mobile apps. Communication will include school events, academic progress, and important announcements. In addition, we encourage ongoing dialogue about students' individual needs and achievements to ensure they receive the best support.</p> <p>Materials may include supplies for flyers, posters, or newsletters.</p> | All Students | <p>\$250 Title I: Parent Involvement 4300 Materials</p> |
| 3.3 | <p>Increase Meaningful Engagement of English Learner Families</p> <p>Increase meaningful parent involvement of English Learner (EL) families by fostering relationships, reducing access barriers, and providing culturally and linguistically inclusive opportunities. The school will host targeted events for EL families (e.g., multilingual literacy nights, ELAC meetings, and resource workshops), offer interpretation and translation services at all major events, and ensure that communication is accessible in families' home languages. Staff will also receive guidance on culturally responsive practices to help build trust and foster stronger relationships with EL families.</p> | English Learners | <p>\$500 Title I: Parent Involvement 2120 Para Temp Translations \$194 Title I: Parent Involvement 3000 Benefits</p> |
| 3.4 | <p>Community Liaison Support for Family Engagement</p> <p>A 0.5 FTE Community Liaison will support English Learner and Title I families by assisting them in navigating the school system, understanding available resources, and increasing their</p> | All Students | |

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| | participation in school activities. The Liaison will serve as a bridge between the school and families by facilitating communication, supporting parent engagement events, connecting families with community services, and encouraging attendance at ELAC, SSC, and other school meetings. | | |
| 3.5 | <p>On-Site Fingerprinting Event for Parent Volunteers</p> <p>Host on-site fingerprinting days to streamline the volunteer clearance process, making it easier for families to participate in school events, field trips, and classroom activities. This removes a common barrier and increases long-term family engagement and presence on campus.</p> | All Students | <p>\$1005</p> <p>Title I: Parent Involvement</p> <p>5800 Prof and Operating/Consultants</p> |

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 | \$135,995.00 |
| Total Funds Budgeted for Strategies to Meet the Goals in the SPSA | \$135,995.00 |
| 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 | \$133,236.00 |
| Title I: Parent Involvement | \$2,759.00 |
| rCalc_TotbyFSGrpFederal_50_FundSrc} | \$ |

Subtotal of additional federal funds included for this school: \$135,995.00

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 (\$) |
|--|-----------------|
| rCalc_TotbyFSGrpStateLocal_50_FundSrc} | \$ |

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

Total of federal, state, and/or local funds for this school: \$135,995.00

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 |
|-----------------------------|------------|
| Title I | 133,236.00 |
| Title I: Parent Involvement | 2,759.00 |

Expenditures by Budget Reference

| Budget Reference | Amount |
|-------------------------------------|-----------|
| 1120 Teacher Temp | 9,250.00 |
| 1150 Teacher Sub | 20,000.00 |
| 2120 Para Temp | 500.00 |
| 3000 Benefits | 7,502.00 |
| 4200 Books | 5,250.00 |
| 4300 Materials | 19,238.00 |
| 4325 Food For Meetings | 250.00 |
| 4328 Warehouse Supplies | 500.00 |
| 5220 Conference | 10,000.00 |
| 5712 Transportation | 2,000.00 |
| 5715 Print Shop | 1,000.00 |
| 5800 Prof and Operating/Consultants | 31,005.00 |
| 5872 Field Trips | 25,000.00 |
| 5875 Technology Licenses | 4,500.00 |

Expenditures by Budget Reference and Funding Source

| Budget Reference | Funding Source | Amount |
|-------------------------------------|-----------------------------|-----------|
| 1120 Teacher Temp | Title I | 9,250.00 |
| 1150 Teacher Sub | Title I | 20,000.00 |
| 3000 Benefits | Title I | 7,308.00 |
| 4200 Books | Title I | 5,000.00 |
| 4300 Materials | Title I | 18,678.00 |
| 4328 Warehouse Supplies | Title I | 500.00 |
| 5220 Conference | Title I | 10,000.00 |
| 5712 Transportation | Title I | 2,000.00 |
| 5715 Print Shop | Title I | 1,000.00 |
| 5800 Prof and Operating/Consultants | Title I | 30,000.00 |
| 5872 Field Trips | Title I | 25,000.00 |
| 5875 Technology Licenses | Title I | 4,500.00 |
| 2120 Para Temp | Title I: Parent Involvement | 500.00 |
| 3000 Benefits | Title I: Parent Involvement | 194.00 |
| 4200 Books | Title I: Parent Involvement | 250.00 |
| 4300 Materials | Title I: Parent Involvement | 560.00 |
| 4325 Food For Meetings | Title I: Parent Involvement | 250.00 |
| 5800 Prof and Operating/Consultants | Title I: Parent Involvement | 1,005.00 |

Expenditures by Goal

| Goal Number | Total Expenditures |
|-------------|--------------------|
| Goal 1 | 124,986.00 |
| Goal 2 | 8,250.00 |
| Goal 3 | 2,759.00 |

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 |
|------------------|----------------------------|
| Lindsay Streeter | Principal |
| Aleta Kotecki | Classroom Teacher |
| Corrie Ordway | Classroom Teacher |
| Veronica Herrera | Classroom Teacher |
| Yaneth Cibrian | Other School Staff |
| Josh Green | Parent or Community Member |
| Byanka Sauseda | Parent or Community Member |
| Cora Furtado | Parent or Community Member |
| Samantha Noguera | Parent or Community Member |
| Kori Duenas | 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 5/01/2026.

Attested:



Principal, Lindsay Streeter on 05/01/2026



SSC Chairperson, Josh Green on 05/01/2026