

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
Morada Middle School	3968586042196	5/12/26	6/16/2026

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

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

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

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

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

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

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Plan Description

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

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

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

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

Strategies to Address Goal #1 for ESSA Compliance:

Regularly review and align curriculum with state standards.

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

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

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

Strategies to Address Goal #2 for ESSA Compliance:

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

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

Goal #3: Safe and Connected School Environment

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

Strategies to Address Goal #3 for ESSA Compliance:

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

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

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

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

Educational Partner Involvement

How, when, and with whom did your Morada Middle 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: Self-Reflection

The process began with a self-reflection phase in January 2025, during which 25 members of the school's instructional team—including teachers, administrators, and support staff—participated in the Four Domains CALL (Comprehensive Assessment of Leadership for Learning) survey. School leaders also completed a reflective self-assessment tool to evaluate practices aligned to the Four Domains for Rapid School Improvement. These tools captured internal perspectives on leadership, instruction, culture, and systems.

Phase Two: Quantitative Data and Artifact Review

In the second phase, the team analyzed Lodi Unified's accountability data—such as student attendance and achievement data found on the school's report card—alongside artifacts provided by the school. These artifacts included examples of instructional practices, intervention supports, and systems for behavior and family engagement. This triangulation of perception data and hard evidence provided a well-rounded understanding of school performance.

Phase Three: Onsite Engagement

The third phase emphasized direct engagement with the school community through onsite interviews and focus groups. Stakeholders included 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 all utilized to gather input, validate findings, and build consensus around the school's strengths and areas for growth. These forums ensured that all voices were heard and valued in shaping the SPSA.

Ongoing Engagement and Continuous Improvement

Our school is committed to ongoing collaboration with educational partners throughout the year to monitor progress and make necessary adjustments to the SPSA. The SSC will continue to serve as a key structure for reviewing data, evaluating the implementation of strategies, and refining actions based on impact. ELAC and parent advisory groups will receive regular updates and provide feedback to ensure alignment with the needs of English learners and other subgroups. Staff meetings will include regular time for reviewing data, adjusting instructional strategies, and ensuring that actions remain relevant and targeted.

To maintain clear and consistent communication with all stakeholders, we will use multiple strategies, including monthly newsletters, school-wide messaging apps, dedicated SPSA updates during parent meetings, and translated communications to reach all families. Student voice will continue to be elevated through classroom circles, surveys, and student leadership forums.

This inclusive and collaborative approach ensures that the SPSA is not only a reflection of data but also of the shared vision and priorities of the entire school community. By continuing to involve educational partners throughout the year, we are committed to creating a dynamic plan that evolves with the needs of our students and school.

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 Morada Middle School, the following areas have been identified as needing significant improvement:

Chronic Absenteeism: Orange performance category (a drop of one performance category from Yellow) – 22.1% chronically absent

English Learner Progress: Orange performance category (a drop of two performance categories from Green) – a 9.4 % decline with 53.9% making progress

English Language Arts: Orange performance category (maintained same performance category as previous year) – 38.6 points below standard

Mathematics: Orange performance category (a drop of one performance category from Yellow) - 3.5 point decline and 87.5 points below standard

These performance levels indicate a critical need to address English Language Arts, Mathematics, 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. Diagnose and respond to student learning needs

There is a need for consistently using student-level data to identify learning needs and using identified needs to drive and adjust instructional supports. To address this, the site is considering examining individual student data in team/departments meetings and incorporating student supports such as scaffolding, differentiation, and small-group instruction.

2. 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 is considering reviewing curriculum maps and pacing guides across content areas to find processes for balancing staying on pace and supporting students that may be falling behind.

3. Remove barriers and provide opportunities

There is a need for systematically monitoring student progress and providing academic supports and extended learning opportunities for students. To address this, the site is exploring tracking student progress and helping students regain lost ground through academic supports (e.g., interventions) and extended learning opportunities (e.g., enrichment programs).

Other Dashboard Indicators:

Suspension Rate: Yellow performance category (an improvement of one performance category from Orange) – a decline of 4.3%.

To address these identified needs, Morada Middle will continue strengthening attendance monitoring and intervention systems, including early identification of students who are chronically absent, family outreach, and connections to school or community-based supports. The school will also provide targeted support for English Learners through designated and integrated ELD, language development across content areas, and regular monitoring of progress. In English Language Arts and Mathematics, the school should use Dashboard and local assessment data to identify skill gaps, provide targeted intervention, monitor student progress, and support teachers with professional learning focused on effective 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, Morada Middle had one area in which a student group performed two or more performance levels below the “All Students” performance level. For Science, “All Students” performed in the Yellow category, while Students with Disabilities performed in the Red category. This represents a significant performance gap and indicates a need to strengthen science instructional access, targeted academic support, and progress monitoring for Students with Disabilities.

To address this area, the school will continue reviewing science performance data by student group, identifying specific skill gaps, and providing targeted instructional support for Students with Disabilities. Steps may include strengthening access to grade-level science instruction, ensuring accommodations and supports are consistently implemented, using formative assessment data to adjust instruction, and providing professional learning for staff on differentiation, scaffolding, and inclusive instructional practices in science.

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), Morada Middle 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 an increase in proficiency on the following universal measures in English Language Arts, Mathematics, and Science:

- 7th- 8th Grade ELA iReady Universal Screener
- 7th- 8th Grade CAASPP English Language Arts
- 7- 8th Grade Math iReady Universal Screener
- 7th- 8th Grade CAASPP Mathematics
- 8th 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.

English- Teachers were provided release time to collaborate on best practices for targeted intervention strategies to address student learning. Teachers utilized data, specialists, and counselors to drive instruction to increase student academic success. In addition, common planning days/ department meetings were utilized for useful and effective teaching strategies. SDC teachers were provided professional development in the implementation of SIPPS Plus, as well as Language Power(ELD curriculum). Licenses purchased for academic success included (Math) Quizzizz, (ELA/ELD) Gimkit and Quizlet Plus (Music) Choral and Tracks (SDC) Raz Kids. Other supplemental materials purchased were AVID materials for student organization, including colored folders, binders, binder paper, pencils, pens, erasers, glue, calculators, rulers, and small bags to carry supplies. Funding was provided to employ certified teachers to provide targeted academic and enrichment activities to support English proficiency, reading comprehension, and overall literacy to address the specific learning needs of students. Students had the opportunity to attend study trips that directly correlated with their academic learning. These trips consisted of pre- and post-observation and follow-up critical thinking discussions/ collaboration on the academic subject. Computers were purchased for each classroom to use in lessons in the event they did not have theirs, which decreased the classroom instruction that the student missed.

All Students: The All-Student group will achieve performance in the yellow band by decreasing the distance from standard by at least 3 points—improving from 40.4 points below standard to 37.0 points below standard or better in English Language Arts. In the 2024/25 school year, we stayed in the Orange, but had movement from 40.4 below standard to 38.6 students below standard.

English Learner Students: English Learners will move into the orange performance band by decreasing the distance from standard by at least 3 points, improving from 120.8 points below standard to 117.8 points below standard or better in English Language Arts. In the 2024/25 school year, our EL students moved into the Orange, but declined by 16.9 points away from the standard.

Math/ Science- Teachers were provided release time to collaborate on best practices for student engagement and learning. This time was utilized for them to collaborate on teaching strategies, intervention practice, and to work to tailor instruction to address diverse student needs. Data collection was also utilized to evaluate intervention effectiveness as well as further instructional improvement. Supplemental organizational materials were purchased and utilized for

student academic organization. All teachers implemented the organizational component of AVID to support students academically. Duplicating services, software licenses, and supplemental books were used for Common Core math instruction. In addition, certified teachers provided extra math support that targeted academic and enrichment activities aligned with the Common Core Standards. These supplements offered equitable access to students to promote mathematical success for students. For science, we provided monthly science with a lab instruction for our SDC students with a certified science teacher. We also purchased manipulatives and supplemental materials for our science department for students to have access to Common Core-aligned standards.

2025 California Dashboard – Mathematics Performance Goals

All Students: The All Student group will perform in the Yellow performance band by decreasing the distance from standard by 3 or more points, improving from 84 points below standard to 79 points below standard or better. For the 2024/25 school year, we moved down to the Orange and had a decrease of 3.5 points away from standard.

English Learners: English Learners will move into the Orange performance band by decreasing the distance from standard by 3 or more points, improving from 131.8 points below standard to 127 points below standard or better. For the 2024/25 school year, the EL students moved to the Orange, but had a decrease of 35.5 points toward standards.

ELL- For ELL, we provided students with bilingual paras who supported them in English and ELD classes, as well as pushing them into other academic subjects. Paraeducators also worked to communicate with parents. Programs purchased to support our ELL students, especially those new to the country, included Rosetta Stone software. The state adopted curriculum was utilized for our English Learners as well. ELA teachers met throughout the year consistently to collaborate on best practices to improve student academic success. After-school tutoring was provided for ELL students to increase reading levels and, in turn, move towards RFEP.

ELL students 68.3 % will be making progress towards English language proficiency as demonstrated by the 2025 CA Dashboard. For the 2024/25 school year, 53.9% of EL students made progress toward proficiency, which was a decline of 9.4%. We did have 25% of EL learners RFEP for the 2024.25 school year.

The science team all participated in a PLC Day to discuss curriculum, pacing guides, and teaching strategies. All math teachers participated in I Ready Training and PLC Day to discuss curriculum, pacing guides, and teaching strategies. ELA all participated in a 2 PLC to discuss curriculum, pacing guide, and teaching strategies. The only department that did not meet was the Social Studies department. The leadership team met to discuss school-wide practices and PBIS implementation.

All Students will perform Yellow and at/above 13 points below standard on the 2025 California Dashboard for Science. For the 2024/25 school year, we were in the Yellow, and students were 46.1 points below standard.

English Learners will perform at Orange and 22 points below standard on the 2025 California Dashboard for Science. For the 2024/25 school year, ELs were 30.6 points away from standard.

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

The school did not demonstrate the expected level of improvement on state assessments due to several contributing factors. While evidence-based strategies were identified in the SPSA, there were challenges in ensuring consistent and effective implementation across all classrooms and grade levels. Staff may not have received enough targeted training on instructional strategies, standards, or assessment practices, especially in the areas of students 3 to 4 levels below grade level in ELA and Math. Although instructional strategies and interventions were outlined in the SPSA, implementation varied across classrooms. This inconsistency limited the overall impact on student achievement. Discussions have started, and data have been shared with all teachers to discuss students who are struggling to reach grade-level proficiency in both ELA and Math. English learners, students with disabilities, or other subgroups may not have received adequate targeted support, especially when it comes to instruction not in ELA classes. We continue to see Socio-emotional challenges, community factors, or post-pandemic learning gaps may have impacted student performance. Morada's student population has a high turnover ratio of students coming and going, as well as the Migrant Camp, in which students miss 3 months of instruction.

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

Ensure EL strategies are used in all classes, not just ELA. Increase collaboration between: General education teachers, Special education staff, and EL specialists. Monitor subgroup progress during regular data meetings.

Monitor implementation through: Walkthrough data, PLC notes, Intervention group tracking, and conduct quarterly SPSA reviews.
Continue the conversations across all academic areas to discuss strategies to help students who are 3-4 grade levels below grade standard.
Continue to get teachers trained in ELD strategies across all academic areas.

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

Morada will improve its tiered systems of support by strengthening social-emotional and behavioral interventions to establish a more comprehensive and responsive framework that effectively meets the diverse needs of students.

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

For the 2024–2025 school year, the established goals were as follows:

2025 CA Dashboard – Chronic Absenteeism Indicator:

The All-Student group aimed to achieve the yellow performance level by reducing the chronic absenteeism rate by 3 percentage points or more. According to the 2025 Dashboard results, Morada remained in the orange performance level; however, the school made significant progress, achieving a 2.8 percentage point decline—just shy of the 3% goal. To support improved attendance, the school implemented several strategies. A second Study Hall was added at both the 7th and 8th grade levels. Teachers and the school counselor actively monitored student attendance, and quarterly reward systems were introduced to incentivize improved attendance. Additionally, the Vice Principal worked closely with families of chronically absent students to establish supports and interventions.

2025 CA Dashboard – Suspension Indicator:

The All-Student group aimed to achieve the yellow performance level by reducing the suspension rate by 3 percentage points or more. For the 2025 school year, Morada successfully met this goal, moving into the yellow performance level with a 4.3 percentage point reduction in suspensions. To support this improvement, the school implemented a student store to reinforce positive behavior, introduced a Student of the Month recognition program, and continued consistent monitoring and support for OCI teachers. Also, the counselors started small groups with students to address specific needs for social-emotional issues.

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

For the 2025–2026 school year, the school did not hold a schoolwide assembly. Instead, we partnered with the National Guard to provide presentations for all students focused on making positive choices and avoiding drugs. At the end of the year, the school will host a schoolwide recognition day to celebrate the completion of the program.

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.

Analyze suspension data to determine whether additional counseling groups are needed. Collaborate with the leadership team to identify specific topics that should be addressed during Homeroom, including the potential adoption of targeted curriculum. Continue providing Study Hall support for chronically absent students and OCI students, with ongoing teacher involvement.

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.

For the 2024–2025 school year, participation in ELAC meetings increased; however, the goal of 15 attendees per meeting was not met. Attendance is impacted by the migratory nature of our population, as many migrant families leave in December and do not return until April.

- Student of the Month ceremonies averaged approximately 20 parents per recognition.
- Back to School Night had a total of 187 parents in attendance, with consistent early notifications contributing to participation.
- Monthly Lunch on the Lawn events averaged 287 parents per month. The addition of text message notifications by the administration helped improve outreach and attendance.
- The Weekly Newsletter averaged 1,740 views, which fell below the established goal. Providing more timely and relevant information will be important to increase engagement.
- Parent-Teacher Night was adjusted to include only 7th grade; however, attendance continued to decline compared to prior years. A decrease in teacher participation appears to have contributed to lower parent attendance.
- All students were provided with a planner for school-to-home communication.

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 budgeted expenditures. All strategies and activities were implemented based on the plan.

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.

For the 2026–2027 school year, Homeroom teachers will review the Weekly Newsletter with students or have students access it directly to increase engagement and awareness. Due to decreased parent and teacher participation, Parent-Teacher Conference Night will be discontinued for the upcoming school year.

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

Aligned with three-year California Dashboard trends, the school will reduce English Language Arts distance from standard by 5 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 10 points and reduce Math distance from standard by 7 points, as measured by the i-Ready diagnostic.

LCAP Goal to which this School Goal is Aligned

LCAP goal to which this school goal is aligned.

All students will 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.

- All Students: ORANGE (87.5 points below standard, maintained performance category)
- RED: Students with Disabilities
- ORANGE: African American, Asian, English Learners, Hispanic, Long-Term English Learners, Socioeconomically Disadvantaged
- YELLOW: Filipino

GAP: English Language Arts maintained at the Orange category level. Students with Disabilities were one performance below at Red, and Filipino students were one performance above at Yellow.

- All Students: ORANGE (38.6 points below standard, dropped one performance category from Yellow to Orange)
- RED: African American, Hispanic, Students with Disabilities
- ORANGE: Asian, English Learners, Filipino, Long-Term English Learners, Socioeconomically Disadvantaged

GAP: Mathematics dropped one category from Yellow to Orange. African American, Hispanic, and Students with Disabilities were one level below at Red

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: 38.6 points below standard	2026 Dashboard: Reduce distance from standard to 33.6 points below standard.
CA Dashboard: Mathematics Distance from Standard	2025 CA Dashboard: 87.5 points below standard	2026 Dashboard: Reduce distance from standard to 81.5 points below standard.
CA Dashboard: English Learner Progress	2025 CA Dashboard: 53.9% making progress	2026 Dashboard: Increase to 56.9% making progress.
i-Ready ELA MOY: Distance from Standard	(MOY 2026): 47.51 points below standard	(MOY 2027): Reduce distance from standard to 37.51 point below standard.
i-Ready Math MOY: Distance from Standard	(MOY 2026): 27.71 points below standard	(MOY 2027): Reduce distance from standard to 20.71 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	Professional Development: Strengthening Instructional Practices through Visible Learning and PLCs: - Implement ongoing professional development focused on Visible Learning to strengthen the classroom instruction across all content areas. Teachers will engage in collaborative planning and lesson design that emphasizes clear learning intentions, success criteria, and formative 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. - Conferences in the areas of: Math, ELA, ELD, Science, PBIS, PLC, Visible Learning, Social Studies, and Physical Education.	All Students	\$3,000 Title I 1150 Teacher Sub \$751 Title I 3000 Benefits Benefits for sub costs \$5,000 Title I 5220 Conference Payment to attend conferences \$1,000 Title I 5210 Mileage To and from Conferences \$3,000 Title I 1150 Teacher Sub Sub for teacher to attend conference \$751 Title I 3000 Benefits Benefits for sub costs conferences
1.2	Supplemental Materials and Resources: Books, Duplicating, Software Licenses, AVID Supplies:	All Students	\$36,001 Title I 4300 Materials AVID and Science supplies

	• Ensure students have access to supplemental books, duplicating services, study trips, assemblies, and software licenses to support instruction aligned with Common Core standards and interventions. • Print Shop: Supplement student core curriculum. • Books, Duplicating, Software Licenses, AVID Supplies, QUIZZZ (Wayground), Vocab. com, Gimkit-ELA/ELD, Kuta Math, Quizlet Plus for ELA and ELD Class novels. Ensure students have access to supplemental books, duplicating services, and software licenses to support instruction aligned with Common Core standards and interventions. • STEAM/STEM materials and mathematics manipulatives to support instruction and increase student interaction and student engagement to improve student achievement in math. Instructional lab supplies and materials for science and STEAM to supplement hands-on learning in science. • AVID Supplies: Teachers will implement the organizational component of AVID to support all learners. All classrooms will utilize Advancement Via Individual Determination (AVID) WICOR strategies to standardize Tier 1 high-quality first instruction. Colored folders, binders, paper, highlighters, 3 x5 cards, notebooks(spiral/composition), pencils, erasers, glue sticks, metric rulers, post-its, pens(red/blue), scissors, dividers, calculators, pencil pouches, small bag to carry supplies. Copy paper for AVID note-taking and supplemental assignments.		\$13,499 Title I 5875 Technology Licenses Support of core curriculum \$2,000 Title I 5715 Print Shop
1.3	MTSS (Multi-Tiered System of Supports) Collaboration • Educators engage in various activities aimed at enhancing student outcomes through a comprehensive and coordinated approach to intervention and instruction. Some key activities that may occur during MTSS collaboration time include: • Data Review and Analysis: Educators examine student data to identify patterns, trends, and areas of need across academic, behavioral, and social-emotional domains. This analysis informs decision-making for tiered interventions. • Progress Monitoring: Teams review progress monitoring data to assess the effectiveness of current interventions	All Students	\$20,000 Title I 1150 Teacher Sub Substitute teachers for Professional Development and Peer Observation \$4,992 Title I 3000 Benefits Benefits for sub costs

	and determine if adjustments are needed to support student growth. • 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. • 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. • 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 • Professional Development: Strengthening instructional Practices through Visible Learning and PLCs • 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. • Implementation Review and Reflection: Educators reflect on the implementation of interventions, sharing successes and challenges and refining strategies based on ongoing feedback and evaluation. • Collaborative Team Meetings: Grade-level or subject-specific teams come together to coordinate efforts, share insights, and align interventions to ensure continuity and coherence in support provided to students. • Compile & Review Key Data – Analyze I-Ready Diagnostic results (BOY, MOY, EOY), SBA scores, and all relevant data to inform the Mid-Year Instructional Analysis. • Conduct peer Observations – Teachers will engage in structured classroom visits to observe instructional strategies, provide feedback, and refine best practices. • Collaborative Reflection & Growth – Educators will analyze observations, discuss effective teaching techniques, and implement evidence-based strategies to enhance student learning. • Professional Development Opportunities and Training to support the Multi-Tiered System of Supports (MTSS) framework to enhance student achievement and		
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	well-being across academic, behavioral, and social-emotional domains. (During the contracted school day) - District Initiative Professional Developments Include: iREADY, ELD Training Site-Based Initiative Professional Developments Include: ELA collaboration days, Math collaboration days, Science collaboration days - 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. - Documentation and Record-Keeping: Educators maintain detailed documentation of interventions, progress monitoring data, and outcomes to ensure accountability and inform future decision-making. - Teachers will attend conferences to enhance their professional growth, stay informed about current educational trends, and connect with peers. These events offer valuable opportunities to learn new strategies, explore innovative tools, and reflect on best practices. By participating, teachers can improve their effectiveness in the classroom and bring fresh ideas back to their schools.		
1.4	ELD instruction: Ensure that students are provided 30 minutes of designated EL instruction on a consistent basis.	English Learners	\$0
1.5	Instructional Support: District ELD Coaches will provide support to classrooms teachers of EL Students.	English Learners	
1.6	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.	English Learners	
1.7	Educational Assemblies to support the school's curriculum and culture. 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. - Community Building: Assemblies bring students, teachers, and sometimes parents together in a shared learning experience. They contribute to a sense	All Students	

	of community within the school and promote positive relationships among attendees. • 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. • Addressing Important Topics: The 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. • Skill Development: Assemblies can be designed to focus on specific skills such as leadership, communication, or critical thinking. Workshops or interactive sessions during assemblies can help students develop these essential life skills. • 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. • 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.		
1.8	Study Trips Supplementing Grade-Level Core Curriculum: • 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: Education-based or college experiences. • Pre-Trip Preparation: Educators plan and prepare students for the study trip by aligning the objectives with grade-level core curriculum standards. • Curriculum Integration: Study trips will be carefully designed to integrate with the core curriculum of each grade level. Hands-On Learning Experience: Students will engage in hands-on activities, experiments, or demonstrations during the trip that complement classroom learning.	All Students	\$5,000 Title I 5872 Field Trips \$2,000 Title I 1150 Teacher Sub \$500 Title I 3000 Benefits Benefit costs for study trips \$2,000 Title I 5712 Transportation

	• 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. • Interdisciplinary Connections: Study trips may incorporate interdisciplinary connections by exploring how different subject areas intersect in real-life settings. • 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. • 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. • 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.		
1.9	Incentivizing iReady Math Participation: • Implement a schoolwide recognition system to reward students for completing additional iReady Math lessons beyond required benchmarks. • Offer weekly or monthly incentives—such as certificates, prize drawings, or access to special activities—for students demonstrating consistent effort and growth in iReady Math. • Integrate class-wide goals and celebrations to encourage a positive and motivating culture around math practice and skill-building.	All Students	
1.10	After-School Interventions: Certificated and Classified staff to provide targeted academic support and activities that foster students' language proficiency, reading comprehension, writing skills, and overall literacy development. These interventions aim to address specific learning needs identified during regular school hours, ensuring that all students have equitable access to resources and strategies that promote academic success.	All Students	\$20,000 Title I 1120 Teacher Temp After school tutoring timecard. \$4,996 Title I 3000 Benefits Benefits for time cards
1.11	Collaboration with District Coaches: Work alongside District Coaches to develop and implement effective literacy interventions.	All Students	

	Clarity & Visible Learning (John Hattie) in Math – Enhancing instructional effectiveness through evidence-based strategies. Measuring Student Learning (MSLP) – Aligning standards to assess student progress, starting with math and expanding into other content areas this year, including science, social studies, and ELA. Train the trainer model is used to support students with the content based on Ensemble Learning for ELL Support –equip educators with strategies for supporting English Language Learners.		
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Goals, Strategies, & Proposed Expenditures

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

Goal 2

Title and Description of School Goal

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

Social-Emotional Behavioral

Morada will improve its tiered systems of support by strengthening social-emotional and behavioral interventions to establish a more comprehensive and responsive framework that effectively meets the diverse needs of students

LCAP Goal to which this School Goal is Aligned

LCAP goal to which this school goal is aligned.

LUSD LCAP GOAL 3- All students and families will feel safe and connected at school as measured by climate surveys, attendance 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.

All Students: ORANGE (22.1% chronically absent)

- ORANGE: African American, Hispanic, Long-Term English Learners, Socioeconomically Disadvantaged, Students with Disabilities
- YELLOW: Asian, English Learners, Filipino

GAP: Chronic Absenteeism dropped one level from Yellow to Orange. Asian students, Filipino students, and English Learners are at level Yellow, one performance category above All Students.

Suspension Rate

- All Students: YELLOW (9.2% suspended at least one day)
- ORANGE: African American, Students with Disabilities
- YELLOW: English Learners, Hispanic, Long-Term English Learners, Socioeconomically Disadvantaged
- GREEN: Asian, Filipino

GAP: Suspension Rate improved one level from Orange to Yellow. Asian and Filipino students are at Green, two performance categories above All Students; African American students and Students with Disabilities are at Orange, one performance category below All Students.

The site is considering addressing discipline needs reflected in chronic absenteeism and suspension rates through increased parent communication, an examination of data to better understand the impacted student population, an analysis of plausible root causes, and establishing or revising an ongoing monitoring system to raise warning flags, etc.

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: The All-Student group performed at the yellow performance level, with 22.1% of students identified as chronically absent, representing a 2.8 percentage point decrease from the previous year.	2026 CA Dashboard – Chronic Absenteeism Indicator: The All-Student group will perform in the yellow performance level by reducing the chronic absenteeism rate by 3 percentage points or more.
CA Dashboard - Suspension Rate	2025 CA Dashboard Suspension Indicator: The All-Student group performed in the yellow performance level, with 9.2% of students suspended one or more days, reflecting a 4.3% decrease from the previous year	2026 CA Dashboard Suspension Indicator: The All-Student group will perform in the yellow performance level by reducing the suspension rate by 3 percentage points or more.
Positive Behavioral Interventions and Supports (PBIS) Implementation Fidelity	2025-2026 Local Data: Tier 1 TFI Score <u> 60 </u> % Tier 2 TIF Score <u> 73 </u> % Tier 3 TIF Score <u> </u> %	2026-2027 Local Data: Tier 1 TFI Score <u> 70 </u> % Tier 2 TIF Score <u> 80 </u> % Tier 3 TIF Score <u> </u> %
PBIS Recognition	Bronze for the 2025-26 School Year	Silver for the 2026-27 School Year

Strategies/Activities

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

Strategy/Activity #	Description	Students to be Served	Proposed Expenditures
2.1	Positive Behavioral Intervention and Supports Collaboration 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: 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. Data Collection and Analysis: - Collect and analyze behavior data to identify trends and areas of concern so they can be addressed. - Use data to make informed PBIS decisions relating to interventions and supports.	All Students	

	• Monitor the effectiveness of PBIS strategies and interventions over time. Developing and Implementing PBIS Systems: • Establish clear behavioral expectations (behavioral matrix) for all areas of the school. • Develop and implement a tiered system of supports (universal, targeted, intensive) based on student needs. • Design and implement proactive strategies to prevent challenging behaviors. Training and Professional Development: • Provide training to staff on PBIS purpose, principles, strategies, and practices of PBIS. • Support staff in implementing PBIS strategies in their classrooms and across the school environment. • Collaborate with outside experts and resources to improve staff training. Supporting Staff and Students: • Offer guidance and resources to teachers and staff for implementing behavior interventions. • Provide direct support and guidance to students who require additional behavioral support. • Foster a positive and inclusive school culture through PBIS initiatives. Family and Community Engagement: • Involve families in PBIS activities and initiatives. • Communicate PBIS purpose, principles and expectations to families and gather their input and support. • Collaborate with community organizations 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.		
2.2	PBIS Quarterly reward day for students who have not had a behavior incident: • Student free time, Raffle gift cards • Students earn “cash” for good behavior connected to Morada’s Core Values (BUILD SPIRIT) • Student store with items for students to shop using the cash they have earned	All Students	

2.3	Increase Alternatives to Suspension options to include: *Progressive discipline *Planner with discipline matrix and teacher communication *On-Campus Intervention within a teacher's classroom *Lunch detention for minor offenses *Weekly homeroom - rules, expectations regarding academics and behavior *Student-created SEL lessons *Conflict Mediation sessions facilitated by a counselor *Planner signatures	All Students	
2.4	Army National Guard SEL Partnership Partner with the Army National Guard to deliver structured social-emotional learning (SEL) lessons focused on topics such as resilience, goal-setting, leadership, and decision-making. Schedule lessons during advisory periods or designated SEL blocks to ensure consistent access for all students. Align content with the school's MTSS framework and SEL goals, reinforcing Tier I supports and promoting student well-being and character development.	All Students	
2.5	Mental Health Counseling Students will have access to on-site mental health professionals who provide individualized support through one-on-one counseling, crisis intervention, and small group sessions. These services aim to promote emotional well-being, strengthen coping skills, and ensure students feel supported academically and personally.	Students Identified for a need of Mental Health Services	

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.

LUSD LCAP Goal #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.

English Language Arts (ELA)

- All Students: ORANGE (87.5 points below standard, maintained performance category)
- RED: Students with Disabilities
- ORANGE: African American, Asian, English Learners, Hispanic, Long-Term English Learners, Socioeconomically Disadvantaged
- YELLOW: Filipino

GAP: English Language Arts maintained at the Orange category level. Students with Disabilities were one performance below at Red and Filipino students were one performance above at Yellow.

Mathematics

- All Students: ORANGE (38.6 points below standard, dropped one performance category from Yellow to Orange)
- RED: African American, Hispanic, Students with Disabilities
- ORANGE: Asian, English Learners, Filipino, Long-Term English Learners, Socioeconomically Disadvantaged

GAP: Mathematics dropped one category from Yellow to Orange. African American, Hispanic, and Students with Disabilities were one level below at Red.

Chronic Absenteeism

- All Students: ORANGE (22.1% chronically absent)
- ORANGE: African American, Hispanic, Long-Term English Learners, Socioeconomically Disadvantaged, Students with Disabilities
- YELLOW: Asian, English Learners, Filipino

GAP: Chronic Absenteeism dropped one level from Yellow to Orange. Asian students, Filipino students, and English Learners are at level Yellow, one performance category above All Students.

Suspension Rate

- All Students: YELLOW (9.2% suspended at least one day)
- ORANGE: African American, Students with Disabilities
- YELLOW: English Learners, Hispanic, Long-Term English Learners, Socioeconomically Disadvantaged
- GREEN: Asian, Filipino

GAP: Suspension Rate improved one level from Orange to Yellow. Asian and Filipino students are at Green, two performance categories above All Students; African American students and Students with Disabilities are at Orange, one performance category below All Students.

The site is considering addressing discipline needs reflected in chronic absenteeism and suspension rates through increased parent communication, an examination of data to better understand the impacted student population, an analysis of plausible root causes, and establishing or revising an ongoing monitoring system to raise warning flags, etc.

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
ELAC Attendance	2025/26 Average of attendance for ELAC meetings was 10 parents.	Average attendance for the 2026/27 for ELAC meetings to 13 parents.
Student of the Month Parent Attendance	2025/26 Average attendance for Student of the Month Presentation was 20.	Average attendance for 2026/27 school year to 23 parents per Student of the Month Presentation
Back to School Night	2025/26 school year 187 parents attended Back to School Night.	2026/27 School Year increase parent attendance for Back to School Night to 190

Newsletter	2025/26 Average number of recipients who read the Newsletter was: 1799	Increase number of recipients who read the Newsletter to 1810.
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Strategies/Activities

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

Strategy/ Activity #	Description	Students to be Served	Proposed Expenditures
3.1	School-Community Organized Events/Activities Throughout the school year, there will be organized 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	\$300 Title I: Parent Involvement 4325 Food For Meetings Provide light snacks for meetings.
3.2	Communication 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. Student planners are used to monitor student work in class and homework.	All	\$2,292 Title I: Parent Involvement 5800 Prof and Operating/Consultants Student Planners \$3,999 Title I 5800 Prof and Operating/Consultants 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. - Culturally Inclusive Family Workshops – Host interactive workshops on navigating the school system, supporting student learning at home, and understanding EL programs. Offer sessions at convenient times with childcare and food provided. - 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.	English Learners	
3.4	Student-Led Family Engagement Events – Encourage student-led events, such as multilingual literacy nights or cultural celebrations, to create a	All	\$1,000 Title I: Parent Involvement 1120 Teacher Temp

	comfortable and engaging atmosphere that fosters parental participation. Home-School Partnerships – Develop a system where teachers and staff make personal outreach efforts (phone calls, home visits, etc.) to build relationships and provide guidance on how parents can support their child's education. Call can be made after contract hours and logged for time carding.		Phone call homes after contract and logged \$251 Title I: Parent Involvement 3000 Benefits Phone call homes after contract and logged \$51 Title I: Parent Involvement 2120 Para Temp Help with translation \$20 Title I: Parent Involvement 3000 Benefits
3.5	Student of the Month • Inviting parents to celebrate students • Target students who are not consistently recognized • Honor Roll Celebrations • Continue using Back to School & Title I Parent Information Night, Music Concerts, Open House, School Site Council, English Learner Advisory Committee and when appropriate, the after-school Program as part of a wider net for family engagement activities. • Take a physical count of parent and guardian attendance at Back-to-School night, In addition to sign	Targeted Students	

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	\$132, 403.00
Total Funds Budgeted for Strategies to Meet the Goals in the SPSA	\$132,403.00
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	\$128,489.00
Title I: Parent Involvement	\$3,914.00
rCalc_TotbyFSGrpFederal_50_FundSrc}	\$

Subtotal of additional federal funds included for this school: \$132,403.00

List the State and local programs that the school is including in the schoolwide program. Duplicate the table as needed.

State or Local Programs	Allocation (\$)
	\$0.00
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: \$132,403.00

Budgeted Funds and Expenditures in this Plan

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

Funds Budgeted to the School by Funding Source

Funding Source	Amount	Balance
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Expenditures by Funding Source

Funding Source	Amount
	0.00
Title I	128,489.00
Title I: Parent Involvement	3,914.00

Expenditures by Budget Reference

Budget Reference	Amount
	0.00
1120 Teacher Temp	21,000.00
1150 Teacher Sub	28,000.00
2120 Para Temp	51.00
3000 Benefits	12,261.00
4300 Materials	36,001.00
4325 Food For Meetings	300.00
5210 Mileage	1,000.00
5220 Conference	5,000.00
5712 Transportation	2,000.00
5715 Print Shop	2,000.00
5800 Prof and Operating/Consultants	6,291.00
5872 Field Trips	5,000.00
5875 Technology Licenses	13,499.00

Expenditures by Budget Reference and Funding Source

Budget Reference	Funding Source	Amount
		0.00
1120 Teacher Temp	Title I	20,000.00
1150 Teacher Sub	Title I	28,000.00
3000 Benefits	Title I	11,990.00
4300 Materials	Title I	36,001.00
5210 Mileage	Title I	1,000.00
5220 Conference	Title I	5,000.00
5712 Transportation	Title I	2,000.00
5715 Print Shop	Title I	2,000.00
5800 Prof and Operating/Consultants	Title I	3,999.00
5872 Field Trips	Title I	5,000.00
5875 Technology Licenses	Title I	13,499.00
1120 Teacher Temp	Title I: Parent Involvement	1,000.00
2120 Para Temp	Title I: Parent Involvement	51.00
3000 Benefits	Title I: Parent Involvement	271.00
4325 Food For Meetings	Title I: Parent Involvement	300.00
5800 Prof and Operating/Consultants	Title I: Parent Involvement	2,292.00

Expenditures by Goal

Goal Number	Total Expenditures
Goal 1	124,490.00
Goal 3	7,913.00

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
Janet Godina Perez	Principal
Desiree Tualla	Classroom Teacher
Michael DeMayo	Classroom Teacher
Sara Winding	Classroom Teacher
Monica Newsome	Other School Staff
Cindy Chan	Parent or Community Member
Vilma De Leon-Miranda	Parent or Community Member
Kelvin Harden	Parent or Community Member
Jennifer Milton	Parent or Community Member
Magenda Cruz	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

Sonia Castellon

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 5/12/26.

Attested:

Janet Godina Perez

Principal, Janet Godina Perez on 5/12/26

Desiree Tualla

SSC Chairperson, Desiree Tualla on 5/12/26