



# BEARS

## Borchardt Elementary

### 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
Lois E. Borchardt Elementary School	39685850100560	May 21, 2026	6/16/2026

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

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

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

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

This plan is being used by Lois E. Borchardt 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.

1. All students will have access to standards-based curriculum taught by well-trained, highly qualified teachers in well maintained facilities through strengthening Tier 1 core instruction, implementation of Visible Learning practices, MTSS data conferences, targeted Tier 2 interventions, professional development, supplemental instructional materials, AVID strategies, STEAM integration, and expanded support in literacy and mathematics.
2. All students will demonstrate growth towards meeting or exceeding standards in English Language Arts (ELA) and Math and English learners (ELs) will demonstrate progress in developing English language proficiency through targeted academic interventions, structured progress monitoring, Language Power implementation, data-driven MTSS systems, after-school tutoring, and ongoing collaboration between teachers, intervention staff, and district support personnel.
3. All students and families will feel safe and connected at school as measured by climate surveys, attendance data and behavioral data through implementation of PBIS systems, social-emotional and attendance supports, family engagement activities, improved school-home communication, expanded volunteer opportunities, and culturally responsive family literacy programs that strengthen partnerships between school and home.

## Educational Partner Involvement

How, when, and with whom did your Lois E. Borchardt 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.

A review of the California School Dashboard indicates several areas requiring continued improvement. In English Language Arts, Borchardt students are performing 42.8 points below standard, with performance maintained from the prior year. This remains below the statewide level of 8.1 points below standard, indicating the need to continue strengthening literacy instruction and accelerating student progress toward grade-level expectations.

In Mathematics, students are performing 53.9 points below standard, also with performance maintained from the prior year. This is below the statewide level of 42.4 points below standard and suggests the need for continued focus on strengthening core instruction and targeted academic support.

Chronic absenteeism is also an area of concern, with 25.1% of students identified as chronically absent, an increase of 1.2 percentage points from the prior year and above the statewide level of 17.1%.

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.

Student group data indicate the need for focused attention, particularly for Students with Disabilities, whose performance is in the red range in both English Language Arts and Mathematics. Additionally, SD, SWD, and White groups are experiencing elevated chronic absenteeism in the red and compared to the "All Students" group, indicating disparities in access, engagement, and consistent attendance that require targeted support.

# 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**

Our goal is to create a comprehensive academic program that drives achievement in both English Language Arts and Mathematics through strategic implementation of standards-based instruction, cross-grade articulation, and targeted interventions. Teachers will collaborate to design lessons with clear learning intentions, implement visible learning strategies, and use data to ensure all students receive the support they need to show measurable growth in ELA and math outcomes.

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

Overall, implementation of Goal 1 strategies was mixed but largely positive. Several core strategies were fully implemented, including the district TOSA support, MTSS data conferences, PLC structures, visible learning, and the ELA intervention teacher. Service providers were included in MTSS data conferences as needed, which helped strengthen coordination around student support. SIPPS was partially implemented through a platoon model, and available SIPPS data indicate student improvement. Afterschool interventions were only partially implemented due to limited teacher interest and afterschool availability. Supplemental instructional supplies were used and were perceived to support student learning, with positive outcomes reflected in English Learner progress and reclassification data. Lead teachers also attended visible learning professional development at the district level and shared learning back at leadership meetings. At the same time, some intended strategies were not fully realized, including peer observations connected to PLC and visible learning, as the school determined that a stronger system needed to be established before implementation. The makerspace/STEAM lab also remained underutilized and was not implemented consistently as an instructional resource.

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

The most significant difference between intended and actual implementation was in afterschool math intervention and peer observation structures. Although afterschool intervention was planned, the school did not use all allocated funds because there was not enough teacher interest to sustain implementation at the intended level. In addition, peer observations connected to PLC and visible learning were not implemented because the school wanted to first establish clearer systems and expectations. Another difference was the limited use of the makerspace/STEAM lab, which remained highly underutilized despite being available as a support for instruction. Based on implementation experience, the school also identified a need for increased funding for AVID materials and supplies to better support instructional priorities.

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

As a result of this analysis, the school will refine Goal 1 by strengthening implementation structures and increasing clarity around how supports are used. Changes will include adding a sitewide data wall to support stronger progress monitoring, continuing visible learning work with the addition of peer observations once a clear system is established, and being more intentional about which students are invited to afterschool tutoring so that support is targeted to students with demonstrated Tier 2 and Tier 3 needs. The school will also provide more explicit expectations and opportunities when rolling out committee work and will increase training, communication, and staff input related to makerspace/STEAM lab use in order to improve implementation. Additional funding for AVID materials and supplies will also be considered. These changes are reflected in the revised Goal 1 strategies and expenditures in the SPSA.

## 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**

Create a supportive and consistent schoolwide environment that nurtures social-emotional learning, promotes positive behavior, and reduces chronic absenteeism through a combination of PBIS, SEL instruction, mental health support, and a tiered attendance system.

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

Overall, Goal 2 strategies were implemented with moderate success. PBIS implementation showed positive progress, with the school earning Bronze recognition, and targeted professional development was well received by staff. Attendance meetings became a more formalized monthly structure, which strengthened ongoing review of attendance concerns. While attendance contracts were not implemented, the school did establish Cub Crew, a peer check-in/check-out system for Tier 2 students experiencing chronic absenteeism. This provided a more relational support structure for students needing additional attendance intervention. The school also engaged in work related to refining Tier 1 and Tier 2 supports with the consultant. Although some structures were implemented successfully, additional outcome data will be needed to fully determine the impact of these strategies on student attendance and related outcomes.

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

A major difference between intended and actual implementation was that attendance contracts and parent communication around attendance support systems were not implemented as planned. Instead, the school used Cub Crew as a Tier 2 peer support strategy for students with chronic absenteeism. Another difference was the recognition that more professional development support is needed than originally budgeted, particularly to strengthen Tier 1 and Tier 2 systems. Based on this year's implementation, the school also identified a need to expand consultant support from four days to six days in order to finalize and refine systems more effectively.

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

As a result of this analysis, the school will increase consultant support from four days to six days, with a stronger focus on refining Tier 1 and Tier 2 systems. The school will continue attendance committee meetings and begin attendance initiatives earlier in the school year in order to identify and support students sooner. The school also plans to expand the number of students receiving targeted attendance support and add a budget for additional professional development connected to PBIS, attendance, and intervention systems. These changes are reflected in the revised Goal 2 strategies, timelines, and expenditures in the SPSA.

## 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.

Overall, Goal 3 strategies were implemented consistently and effectively in several key areas. School-community events were carried out regularly, and the school ensured that interpreters were available for events, including the addition of ASL interpretation. The school also implemented fingerprinting support for families and launched the Latino Literacy Project. These actions helped strengthen family access and participation by reducing language and logistical barriers. The fingerprinting effort showed measurable growth, increasing from 35 parents fingerprinted last year to 55 this year. The school also found that participation was stronger when these events were held in the evening, suggesting that scheduling was an important factor in increasing family access. However, not all intended strategies were implemented. The parent expertise spreadsheet was not completed, which limited the school's ability to more systematically identify

and engage family assets and expertise. Even with that gap, the school made meaningful progress in improving access and inclusion for families through interpretation, event support, and expanded volunteer access.

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

The main difference between intended and actual implementation was that the parent expertise spreadsheet was not developed. At the same time, the school recognized a growing need for additional translation supports and devices to better communicate with and engage families. Based on implementation experience, the school identified the need to increase funding for translation-related materials and services in order to more fully meet family engagement goals.

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

As a result of this analysis, the school will continue implementing family engagement events with interpretation support and will expand these efforts by continuing to provide ASL interpreters at events and increasing outreach and participation among non-English-speaking families. Based on this year's implementation data, fingerprinting events will be scheduled in the evening moving forward, as the school found that evening events resulted in stronger family participation. The school also plans to purchase additional translation devices and increase funding for family communication and support services. In addition, the school will add an annual volunteer spotlight to recognize and encourage family involvement. These changes are reflected in the revised Goal 3 strategies and expenditures in the SPSA.

# 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, Lois E. Borchardt 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 5 points, reduce Mathematics distance from standard by 5 points, and increase the percentage of English Learners making annual progress by 3 percentage points, supporting continued growth in academic achievement.

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

### LCAP Goal to which this School Goal is Aligned

LCAP goal to which this school goal is aligned.

1. All students will have access to standards-based curriculum taught by well-trained, highly qualified teachers in well maintained facilities.
2. All students will demonstrate growth towards meeting or exceeding standards in English Language Arts (ELA) and Math and English learners (ELs) will demonstrate progress in developing English language proficiency.

### Identified Need

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

A review of the 2024–2025 California School Dashboard and local data indicates continued need in English Language Arts and Mathematics, with students performing below standard in both areas. Although English Learner Progress is an area of relative strength, continued attention is needed to ensure sustained growth and access to grade-level content. Student group data also indicate a need for focused support for students performing furthest from standard.

Local data and findings from the Comprehensive Needs Assessment further highlight the need to strengthen Tier 1 core instruction and provide more consistent Tier 2 support within the MTSS framework. Evidence points to inconsistent rigor, limited academic discourse, feedback not consistently tied to learning targets, concerns about math coherence across grades, and the need for a more formalized intervention pathway. In response, the school is prioritizing strategies to strengthen Tier 1 instruction, improve PLC and MTSS systems, and expand targeted support for students with the greatest academic need.

### Annual Measurable Outcomes

Identify the metric(s) and/or state indicator(s) that your school will use as a means of evaluating progress toward accomplishing the goal.

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
California Dashboard: ELA (All Students)	2025: 42.8 points below standard	2026 Dashboard: Reduce distance from standard to 37.8 points below standard.
CA Dashboard: English Learner Progress	2025: 49.2% making progress	2026 Dashboard: Increase to 52.2% making progress.

i-Ready ELA MOY: Distance from Standard	(MOY 2026): 34.47 points below standard	(MOY 2027): Reduce distance from standard to 26.47 points below standard.
California Dashboard: Mathematics (All Students)	2025: 53.8 points below standard	2026 Dashboard: Reduce distance from standard to 48.8 points below standard.
i-Ready Math MOY:Distance from Standard	(MOY 2026): 22.92 points below standard	(MOY 2027): Reduce distance from standard to 15.92 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</p> <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:</p> <ul style="list-style-type: none"> <li>• Available to model or co-teach SIPPS or Amplify Lessons.</li> <li>• Support teachers in delivering effective lessons.</li> <li>• Provide flexible, short-term small group instruction</li> </ul> <p>Collaboration/Scheduling/Planning:</p> <ul style="list-style-type: none"> <li>• Work with site administrators to give input on professional development based on needs.</li> </ul> <p>Work with the site principal to develop schedules for interventions, CORE visits, and data conferences.</p> <ul style="list-style-type: none"> <li>• Maintain consistent communication and interaction with administrators.</li> </ul> <p>Assessment Support:</p> <ul style="list-style-type: none"> <li>• Assist in DIBELS and SIPPS testing as needed.</li> <li>• Progress monitors own intervention students every 3 to 6 weeks.</li> <li>• Provide assistance to teachers with testing</li> </ul> <p>Professional Development</p> <ul style="list-style-type: none"> <li>• May develop and provide professional development to staff to support SIPPS implementation, data monitoring,</li> </ul>	All Students	\$0 Central Title I 1900 Other Cert Salaries

	support in foundational reading strategies		
<b>1.2</b>	<p>Site-Based Intervention ELA Intervention Teacher</p> <p>Role Overview: Supports the K-6 District Literacy Initiative in collaboration with ELA TOSAs.</p> <p>Student Support: Provide targeted literacy assistance to K-6 students in areas such as reading and writing.</p> <p>Collaboration with ELA TOSAs: Align intervention efforts with district literacy Initiatives. Work with ELA TOSAs to develop and implement effective literacy interventions based on district goals and expertise.</p> <p>Data Analysis and Progress Monitoring: Use data to identify students in need of literacy support and monitor their progress. Share progress data with ELA TOSAs to inform instructional planning and adjust interventions.</p> <p>Professional Development: Participate in district-provided professional development to enhance literacy instruction. Collaborate with TOSAs to implement best practices in literacy instruction and intervention.</p>	All Students	<p>\$41,078 Title I 1900 Other Cert Salaries Site Funded TOSA \$16,100 Title I 3000 Benefits Site Funded TOSA Benefits</p>
<b>1.3</b>	<p>MTSS Data Conferences and Analysis</p> <p>Teachers will participate in structured MTSS data conferences three times per year (beginning, middle, and end of year), with ongoing progress monitoring cycles between conferences. During each conference, teachers will be provided release time to analyze universal screener (e.g., DIBELS), state, and local assessment data to: Identify students by tier (Tier 1, Tier 2, Tier 3) Determine specific instructional next steps Assign targeted interventions aligned to student need Each conference will result in: A defined list of students receiving Tier 2 and Tier 3 support Clearly assigned interventions (e.g., small group instruction, targeted skill support, tutoring) Identification of staff responsible for implementation</p> <p>A progress monitoring plan with a timeline for review (4–6 weeks) Development of SMART goals for identified students and/or skill groups, including a clearly defined skill focus, measurable outcome, and timeline for progress monitoring</p> <p>Teachers will collaborate with specialists (e.g., resource, intervention, speech, counselor) to</p>	All students	<p>\$10,000 Title I 1150 Teacher Sub Academic Conferences \$2,498 Title I 3000 Benefits</p>

	<p>ensure a coordinated, tiered approach to academic and social-emotional support.</p> <p>Between conference cycles, teachers will engage in ongoing progress monitoring and PLC collaboration to adjust instruction and intervention based on student response.</p> <p>A portion of each conference cycle will include classroom walkthroughs focused on identifying effective Tier 1 and Tier 2 instructional practices, including:</p> <p>Student discourse and academic language use  Level of cognitive rigor in tasks  Effectiveness of small group instruction  Data from DIBELS and other assessments will be used to evaluate the effectiveness of interventions and inform adjustments to instructional practices.</p>		
<p><b>1.4</b></p>	<p>Afterschool Math and ELA Intervention (Tutoring)</p> <p>Borchardt will implement a structured afterschool intervention program in ELA and mathematics to provide targeted support for students not demonstrating adequate progress toward benchmark goals, as identified through MTSS data conferences and ongoing progress monitoring.</p> <p>Credentialed teachers, supported by trained paraprofessionals, will deliver small-group instruction 2–3 times per week. Students will be selected based on data from universal screeners and local assessments (e.g., DIBELS, i-Ready, CAASPP), with priority given to students identified for Tier 2 and Tier 3 support.</p> <p>Instruction will be based on clearly identified skill gaps and aligned to student SMART goals developed during MTSS conferences.</p> <ul style="list-style-type: none"> <li>• In mathematics, instruction will utilize i-Ready personalized learning and teacher-facilitated small group instruction, along with additional supplemental, standards-aligned materials, to target identified skill gaps, build conceptual understanding, and support student explanation of thinking.</li> <li>• In ELA, instruction will focus on targeted foundational literacy skills, including phonics, fluency, and comprehension.</li> </ul> <p>To ensure consistency and effectiveness, the program will include:</p> <ul style="list-style-type: none"> <li>• Defined instructional materials and structured lesson routines aligned to core instruction</li> <li>• Use of pre-assessment and ongoing progress monitoring to measure student growth</li> </ul>	<p>Tier 2 and Tier 3 Students</p>	<p>\$5,000  Title I  1120 Teacher Temp  Teacher Time Cards for After-School Interventions  \$1,252  Title I  3000 Benefits</p> <p>\$500  Title I  2120 Para Temp  Para Timecard for After-School Interventions  \$194  Title I  3000 Benefits  Para Benefits Timecard After-School Intervention</p>

	<ul style="list-style-type: none"> <li>• A defined intervention cycle (6–8 weeks), with entry and exit based on student progress toward SMART goals</li> </ul> <p>Classified paraprofessionals and credentialed staff will be compensated to support small-group instruction, allowing for increased differentiation and student engagement.</p> <p>Program effectiveness will be evaluated at the end of each intervention cycle (6–8 weeks) through analysis of student progress toward SMART goals, including pre- and post-assessment data and ongoing progress monitoring measures. Teachers will use this data to adjust instruction, regroup students, and determine continuation or exit from the program.</p> <p>Additional time outside of the instructional day will be compensated as needed to support data analysis and program implementation.</p>		
<b>1.5</b>	<p>Supplemental Instructional Materials and teacher Professional Development</p> <p>Implement Language Power materials, teacher training, and classroom support to improve language development and access to instruction for multilingual learners, including newcomers.</p> <p>Action Steps</p> <p>Purchase additional Language Power student workbooks to ensure 1:1 access for participating students.</p> <p>Provide headphones with microphones to support newcomer students in oral language practice, listening, and speaking tasks.</p> <p>Provide Language Power professional learning for teachers to improve implementation of language development routines and instructional strategies.</p> <p>Fund substitute coverage to release teachers for Language Power training and follow-up learning sessions.</p> <p>Support teachers in using Language Power routines consistently during core and targeted instruction.</p> <p>Use student language and literacy data to identify students who would benefit from additional language development support and monitor progress over time.</p> <p>Review implementation and student progress with teachers and school leadership to determine instructional adjustments and next steps.</p>	English Learners	<p>\$4,965 Title I 4300 Materials Student Books \$16,500 Title I 5800 Prof and Operating/Consultants Professional Development from TCM \$2,460 Title I 1150 Teacher Sub Release Teachers for Training \$614 Title I 3000 Benefits Sub Benefits</p>
<b>1.6</b>	<p>The leadership team will meet a minimum of two times per month to design, refine, and support</p>	All Students	<p>\$9,000 Title I</p>

	<p>site-wide systems aligned to Visible Learning, including the development and implementation of a structured data cycle, clarity of learning intentions and success criteria, and effective feedback practices. Leadership team members will be compensated for additional time to support this work.</p> <p>Teachers will be provided release time to participate in structured peer observations across grade levels and content areas. Observation cycles will include:</p> <ul style="list-style-type: none"> <li>* Clearly defined look-fors aligned to Visible Learning practices (e.g., learning intentions and success criteria, student discourse, feedback, and evidence of student understanding)</li> <li>* Observation protocols to guide evidence collection</li> <li>* Opportunities for reflection and discussion following observations</li> </ul> <p>Substitutes will be utilized to provide release time for teachers to engage in this work.</p> <p>Professional learning will be reinforced through PLCs, where teachers will:</p> <ul style="list-style-type: none"> <li>* Analyze student data and monitor progress toward SMART goals</li> <li>* Apply Visible Learning strategies observed during peer visits</li> <li>* Collaborate to adjust instruction and intervention based on student need</li> </ul> <p>This system will support consistent instructional practices across classrooms, increase opportunities for student discourse and higher-level thinking, and strengthen the school's use of data to inform instruction.</p>		<p>1120 Teacher Temp Timecard Leadership Team additional Hours \$2,248 Title I 3000 Benefits Timecard Benefits \$3,280 Title I 1150 Teacher Sub Release for Classroom Visits \$819 Title I 3000 Benefits Sub Benefits</p>
<p><b>1.7</b></p>	<p>Supplemental Supplies, Copies, Technology, and Instructional Materials Borchardt will provide supplemental instructional materials, AVID resources, and technology licenses to support high-quality core instruction in ELA, mathematics, and science.</p> <p>Materials will be used to:</p> <ul style="list-style-type: none"> <li>* Reinforce AVID strategies, including organization, note-taking, and student engagement</li> <li>* Support implementation of Visible Learning practices, including clear learning intentions, success criteria, and student ownership of learning</li> <li>* Provide students with access to instructional tools and resources that support grade-level content and targeted skill development</li> </ul> <p>Supplemental supplies, including copies, instructional materials, and student-use technology accessories (e.g., headphones), will ensure that all students have consistent access to resources needed to fully engage in classroom learning, utilize digital instructional programs, and access</p>	<p>All Students</p>	<p>\$6000 Title I 5875 Technology Licenses Flocabulary, Scholastic, STEAM Subscriptions \$45,120 Title I 4300 Materials</p> <p>\$500 Title I 5715 Print Shop</p> <p>\$500 Title I 4328 Warehouse Supplies</p> <p>\$9000 Title I 4375 Technology (under \$500) headphones</p>

	<p>tools such as speech-to-text that support diverse learning needs.</p> <p>Technology licenses and digital platforms will support instruction, progress monitoring, and differentiated learning opportunities aligned to student needs.</p> <p>This investment will support consistent instructional practices across classrooms and enhance student engagement, access, and achievement.</p>		
<p><b>1.8</b></p>	<p>Technology and Makerspace Materials to Support Student Engagement and STEAM Integration</p> <p>Borchardt will increase student engagement and academic achievement in core content areas by expanding the use of the Makerspace through structured teacher training, access, and STEAM integration.</p> <p>The STEAM Committee will meet regularly to plan, organize, and support implementation of Makerspace use across grade levels. Committee members will develop systems to increase teacher awareness and access, including the creation and maintenance of a comprehensive inventory of available materials and resources.</p> <p>To build staff capacity, the STEAM Committee will facilitate quarterly professional learning experiences in the Makerspace. During these sessions:</p> <ul style="list-style-type: none"> <li>* Committee members will be released from the classroom to host and model lessons in the Makerspace</li> <li>* Teachers will sign up for scheduled time slots to participate in hands-on learning experiences</li> <li>* Each session will focus on a specific area of the Makerspace (e.g., LEGO engineering, 3D printing, design challenges)</li> <li>* Teachers will receive modeled instruction and guidance on integrating STEAM-based learning into their classrooms</li> </ul> <p>Substitutes will be utilized to release both STEAM Committee members and participating teachers. Additional compensation will be provided as needed to support planning, coordination, and facilitation of these learning experiences.</p> <p>Funds will also support the purchase of materials and supplies necessary to maintain and expand Makerspace resources.</p> <p>This strategy will promote hands-on, inquiry-based learning experiences that foster creativity, problem-solving, collaboration, and real-world application, while increasing consistent use of the Makerspace across classrooms.</p>	<p>All Students</p>	<p>\$1,000 Title I 4475 Technology (\$500-\$9,999)</p> <p>\$4,100 Title I 1150 Teacher Sub Subs to Release STEAM Leads to Lead Lessons \$1,023 Title I 3000 Benefits Sub Benefits \$1,900 Title I 1120 Teacher Temp Teacher Time Cards Additional Paid Planning Time \$473 Title I 3000 Benefits BenefitsFor Teacher Time Cards</p>

<p><b>1.9</b></p>	<p>Conferences and Professional Development to Strengthen Instruction and MTSS</p> <p>Borchardt will build staff capacity to strengthen instruction and implementation of a Multi-Tiered System of Supports (MTSS) by supporting attendance at conferences and professional development aligned to site and district priorities, including Visible Learning, PLC practices, and high-impact instructional strategies.</p> <p>To address identified needs and expand impact, opportunities for conference attendance will be distributed across a broader range of staff, ensuring equitable access and increased sitewide capacity.</p> <p>Professional learning opportunities will prioritize:</p> <ul style="list-style-type: none"> <li>* Strengthening mathematics instruction, including problem-solving, conceptual understanding, and student discourse</li> <li>* Effective academic intervention strategies aligned to MTSS</li> <li>* Data-driven decision-making and progress monitoring</li> <li>* High-impact instructional practices aligned to Visible Learning</li> </ul> <p>Participants will be expected to apply their learning to classroom instruction and contribute to sitewide capacity by sharing key takeaways through PLCs, staff meetings, or coaching cycles.</p>	<p>All Students</p>	<p>\$45,000 Title I 5220 Conference Staff Attendance at Conferences</p>
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# Goals, Strategies, & Proposed Expenditures

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

## Goal 2

### Title and Description of School Goal

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

#### Social-Emotional/Behavioral

Create a supportive and consistent schoolwide environment that nurtures social-emotional learning, promotes positive behavior, and reduces chronic absenteeism through a combination of PBIS, SEL instruction, mental health support, and a tiered attendance system.

### LCAP Goal to which this School Goal is Aligned

LCAP goal to which this school goal is aligned.

1. All students will have access to standards-based curriculum taught by well-trained, highly qualified teachers in well maintained facilities.
3. All students and families will feel safe and connected at school as measured by climate surveys, attendance data and behavioral data.

### Identified Need

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

A review of California Dashboard and local data indicates that chronic absenteeism remains a significant area of need for Borchardt. During the 2024–2025 school year, 25.1% of students were identified as chronically absent, representing an increase of 1.2% from the previous year and placing the school in the red performance level on the Dashboard.

While suspension rates showed positive improvement, with 2.1% of students suspended at least one day (a decline of 2.5%, placing the school in the green), the increase in chronic absenteeism highlights a need to strengthen systems that support consistent student attendance and engagement.

### 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 (All Students)	2025: All student group is red, 25.1% of students chronically absent	2026: All student group will be orange, 20% or less of students will be chronically absent.
CA Dashboard - Suspension Rate	2025: All student group is green, which is a decrease of 2.5%	2026: All student group will maintain green.
PBIS Recognition	Borchardt received Bronze Recognition for the 2025-2026 School Year	Borchardt will receive Silver Recognition for the 2026-2027 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	Targeted Professional Development and PBIS Implementation	All Students	\$15,000 Title I

	<p>Borchardt will strengthen implementation of schoolwide PBIS systems through targeted professional development, consistent Tier 1 practices, and ongoing data-informed decision-making to improve student behavior, engagement, and social-emotional outcomes.</p> <p>The PBIS team will participate in up to 6 days of professional learning to build capacity in implementing and sustaining effective PBIS systems. Team members will be compensated for additional time as needed to support planning and implementation.</p> <p>The PBIS team will facilitate monthly staff updates and professional learning opportunities to:</p> <ul style="list-style-type: none"> <li>* Provide training on PBIS practices and expectations</li> <li>* Share behavior data and trends</li> <li>* Gather staff input to refine systems and ensure consistency</li> </ul> <p>At Tier 1, all students will experience consistent, schoolwide positive behavior supports, including:</p> <ul style="list-style-type: none"> <li>* Clear, explicitly taught behavioral expectations across all settings</li> <li>* Regular opportunities for positive reinforcement and recognition</li> <li>* Consistent implementation and reinforcement of schoolwide systems by all staff</li> </ul> <p>PBIS matrices will be updated using positive, student-friendly language and will be posted in all common areas and classrooms. Visual supports will be included to ensure accessibility for all students, including non-readers and students with special needs.</p> <p>The PBIS team will strengthen intervention pathways by clarifying systems for Tier 2 and Tier 3 supports, ensuring timely and consistent responses to student behavioral needs.</p> <p>Behavior data will be monitored regularly (e.g., SWIS) to identify trends, inform decision-making, and adjust supports to reduce behavior incidents and improve student outcomes.</p> <p>Funds will be used to provide materials and supplies to support PBIS implementation, including printed resources such as recognition slips, PBIS matrices, and visual displays that reinforce schoolwide expectations and promote a positive school climate.</p>		<p>5800 Prof and Operating/Consultants PBIS Training \$6,000 Title I 1150 Teacher Sub Subs to Release Teachers for PBIS team Training \$1,499 Title I 3000 Benefits Sub Benefits \$5,600 Title I 1120 Teacher Temp Additional Teacher Compensation for Collaboration \$1,398 Title I 3000 Benefits Teacher Timecard Benefits \$600 Title I 5715 Print Shop</p>
<p><b>2.2</b></p>	<p>Attendance Team and Tiered Attendance Supports</p> <p>Borchardt will implement a structured, tiered attendance support system to improve student attendance through proactive monitoring, targeted</p>	<p>All Students</p>	<p>\$0 LCFF</p>

<p>interventions, and consistent communication with staff and families.</p> <p>The Attendance Team (administration, teachers, counselor, and community liaison) will meet a minimum of two times per month to:</p> <ul style="list-style-type: none"> <li>* Analyze schoolwide and student-level attendance data</li> <li>* Identify students in need of Tier 2 and Tier 3 support</li> <li>* Monitor the effectiveness of interventions and adjust supports as needed</li> </ul> <p>A clear referral and identification process will be established to ensure consistency across classrooms. Teachers will be able to nominate students for additional support through a standardized system (e.g., Google Form), which will be reviewed weekly by the Attendance Team.</p> <p>The school will implement tiered supports, including:</p> <ul style="list-style-type: none"> <li>* Tier 1: Schoolwide attendance expectations, incentives, and recognition for positive attendance</li> <li>* Tier 2: Targeted supports such as check-ins, goal setting, and participation in programs such as “Cub Crew” (big/little buddy system)</li> <li>* Tier 3: Individualized supports including family communication, attendance plans, and collaboration with support staff</li> </ul> <p>Students participating in Tier 2 supports (e.g., Cub Crew) will be paired with “big buddies” who will provide daily check-ins, encouragement, and recognition for improved attendance. Clear goals and expectations will be established and communicated for all participating students.</p> <p>The school will celebrate student progress through recognition systems, including at least two annual “graduation” events for students who demonstrate improved attendance and meet established goals.</p> <p>To ensure staff clarity and consistency, the Attendance Team will:</p> <ul style="list-style-type: none"> <li>* Present the attendance system to staff during the first quarter</li> <li>* Provide ongoing updates and feedback on student progress</li> <li>* Include attendance procedures and expectations in the staff handbook</li> </ul> <p>The school will communicate attendance trends and supports to the broader school community at least quarterly.</p>		
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# Goals, Strategies, & Proposed Expenditures

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

## Goal 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.

A review of stakeholder feedback and local data indicates a need to strengthen systems for family engagement and communication. Feedback from staff and SSC identified inconsistent communication and promotion of school events, resulting in lower family awareness and participation. Participation in targeted programs, particularly for English Learner families, has also been limited, indicating a need for more intentional outreach and improved access to supports such as translation and volunteer opportunities.

To address these needs, the school will strengthen communication systems, expand targeted outreach, and provide more accessible and structured opportunities for family involvement.

### 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
Number of active PTO Members	2025-2026 Active PTO members: 11	2026-2027 Active PTO members: 15
Parent Teacher Conferences	90% Parent Teacher Conferences; Parent/ Family Attendance	95% Parent Teacher Conferences; Parent/ Family Attendance
Number of Family Events	9 School- Family Events	Maintain Number 9 Family Events

### 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	Family Engagement through School-Community Events  Borchardt will strengthen school-family-community partnerships and promote a positive, inclusive school culture by coordinating intentional, well-	All Students	\$500 Title I: Parent Involvement 4375 Technology (under \$500) Materials- Interpretation System

	<p>communicated school events that support student learning, family engagement, and a sense of belonging.</p> <p>Based on stakeholder feedback, the school will prioritize a smaller number of high-quality events throughout the year to ensure strong planning, staff capacity, and meaningful family participation.</p> <p>The school will:</p> <ul style="list-style-type: none"> <li>• Plan and host family engagement events aligned to academic and community-building goals (e.g., Family Math Night, cultural events, and seasonal celebrations)</li> <li>• Ensure clear and timely communication to both staff and families, including the use of multiple platforms (e.g., newsletters, social media, flyers)</li> <li>• Provide advance notice and clear expectations for staff to support awareness and participation</li> <li>• Adjust event scheduling and structure as needed to better support staff capacity and maximize family engagement</li> <li>• Provide support during events, including supervision of students by classified staff, to allow families to fully engage in presentations and activities</li> <li>• Establish consistent communication systems, including designated staff support for managing schoolwide communication and social media; additional time outside of the instructional day will be compensated to ensure consistent and effective implementation</li> </ul> <p>To increase accessibility and inclusion for all families, the school will:</p> <ul style="list-style-type: none"> <li>• Provide translation and interpretation services at events</li> <li>• Invest in equipment (e.g., headsets) to support real-time, small-group translation for families</li> <li>• Ensure outreach and communication materials are accessible to the school's diverse community</li> </ul> <p>Title I funds will support planning, materials, supplies, communication efforts, and translation services necessary to implement these events.</p> <p>This strategy will increase family participation, strengthen communication between school and home, and support student success by fostering a welcoming and inclusive school environment.</p>		<p>\$800 Title I: Parent Involvement 4325 Food For Meetings Refreshments for Parent Meetings \$800 Title I: Parent Involvement 2120 Para Temp Para Support for Family Events/ Meetings \$311 Title I: Parent Involvement 3000 Benefits Benefits for Para Support for Family Events/ Meetings \$500 Title I: Parent Involvement 1120 Teacher Temp Support School-wide Communications \$125 Title I: Parent Involvement 3000 Benefits Benefits for Teacher Timecard \$200 Title I: Parent Involvement 2200 Class Support Temp  \$79 Title I: Parent Involvement 3000 Benefits Classified Benefits</p>
<p><b>3.2</b></p>	<p>Borchardt will continue to expand family volunteer access by providing on-campus fingerprinting opportunities to reduce barriers and increase parent participation in school activities.</p>	<p>All Students</p>	<p>\$2,775 Title I: Parent Involvement 5800 Prof and Operating/Consultants</p>

	<p>Building on increased participation in the 2024–2025 school year, the school will offer fingerprinting opportunities at strategic times throughout the year, including during high-attendance events (e.g., Back-to-School Night, Open House) and during both daytime and evening hours to maximize accessibility for families.</p> <p>The school will:</p> <ul style="list-style-type: none"> <li>• Promote fingerprinting opportunities through multiple communication channels, including newsletters, social media, and school events</li> <li>• Provide clear, step-by-step guidance for families outlining the volunteer process and requirements</li> <li>• Offer support to families during events to assist with completing the fingerprinting process</li> </ul> <p>This strategy will increase the number of cleared volunteers, allowing for greater family involvement in classrooms, school events, and student support activities.</p>		Mobile Fingerprinting Services
3.3	<p>Latino Literacy Project to Support Family Literacy Development</p> <p>Borchardt will increase family engagement in early literacy and support English Learner families through implementation of the Latino Literacy Project, a culturally responsive, bilingual parent education program designed to build parents' capacity to support reading and language development at home.</p> <p>The school will:</p> <ul style="list-style-type: none"> <li>• Implement a series of structured Latino Literacy Project sessions offered in both English and Spanish</li> <li>• Engage families in guided discussions and hands-on literacy activities to support reading development at home</li> <li>• Provide bilingual take-home books and materials to promote consistent reading practices between school and home</li> <li>• Utilize trained facilitators and bilingual staff to ensure accessibility and cultural relevance</li> <li>• Increase participation through targeted outreach to families based on home language and student need, including distribution of paper-based invitations in addition to digital communication</li> <li>• Promote the program through multiple communication channels, including newsletters, social media, and school events</li> </ul> <p>This strategy will strengthen home-school</p>	All Students	\$0

	partnerships, increase family confidence in supporting literacy at home, and contribute to improved student outcomes in reading and language development.		
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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.

## 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	\$267,311.00
Total Funds Budgeted for Strategies to Meet the Goals in the SPSA	\$267,311.00
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	\$261,221.00
Title I: Parent Involvement	\$6,090.00
rCalc_TotbyFSGrpFederal_50_FundSrc}	\$

Subtotal of additional federal funds included for this school: \$267,311.00

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

State or Local Programs	Allocation (\$)
	\$0.00
Central Title I	\$0.00
LCFF	\$0.00
rCalc_TotbyFSGrpStateLocal_50_FundSrc}	\$

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

Total of federal, state, and/or local funds for this school: \$267,311.00

# 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
Central Title I	0.00
LCFF	0.00
Title I	261,221.00
Title I: Parent Involvement	6,090.00

### Expenditures by Budget Reference

Budget Reference	Amount
	0.00
1120 Teacher Temp	22,000.00
1150 Teacher Sub	25,840.00
1900 Other Cert Salaries	41,078.00
2120 Para Temp	1,300.00
2200 Class Support Temp	200.00
3000 Benefits	28,633.00
4300 Materials	50,085.00
4325 Food For Meetings	800.00
4328 Warehouse Supplies	500.00
4375 Technology (under \$500)	9,500.00
4475 Technology (\$500-\$9,999)	1,000.00
5220 Conference	45,000.00
5715 Print Shop	1,100.00

5800 Prof and Operating/Consultants	34,275.00
5875 Technology Licenses	6,000.00

### Expenditures by Budget Reference and Funding Source

Budget Reference	Funding Source	Amount
		0.00
1900 Other Cert Salaries	Central Title I	0.00
	LCFF	0.00
1120 Teacher Temp	Title I	21,500.00
1150 Teacher Sub	Title I	25,840.00
1900 Other Cert Salaries	Title I	41,078.00
2120 Para Temp	Title I	500.00
3000 Benefits	Title I	28,118.00
4300 Materials	Title I	50,085.00
4328 Warehouse Supplies	Title I	500.00
4375 Technology (under \$500)	Title I	9,000.00
4475 Technology (\$500-\$9,999)	Title I	1,000.00
5220 Conference	Title I	45,000.00
5715 Print Shop	Title I	1,100.00
5800 Prof and Operating/Consultants	Title I	31,500.00
5875 Technology Licenses	Title I	6,000.00
1120 Teacher Temp	Title I: Parent Involvement	500.00
2120 Para Temp	Title I: Parent Involvement	800.00
2200 Class Support Temp	Title I: Parent Involvement	200.00
3000 Benefits	Title I: Parent Involvement	515.00
4325 Food For Meetings	Title I: Parent Involvement	800.00
4375 Technology (under \$500)	Title I: Parent Involvement	500.00
5800 Prof and Operating/Consultants	Title I: Parent Involvement	2,775.00

# Expenditures by Goal

Goal Number
Goal 1
Goal 2
Goal 3

Total Expenditures
231,124.00
30,097.00
6,090.00

# 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
Bri Carroll	Principal
Mallori Tachella	Classroom Teacher
Stephanie Grim	Classroom Teacher
Maria Sandoval	Classroom Teacher
Jeff Kihlthau	Parent or Community Member
Ruby Cortez	Parent or Community Member
Satwinder Kaur	Parent or Community Member
Starr Baker	Other School Staff
Ava Hammond	Parent or Community Member
Karla Gamez	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 5/21/2026.

Attested:



Principal, Brianna Carroll on 5/22/2026



SSC Chairperson, Stephanie Grim on 5/22/2026