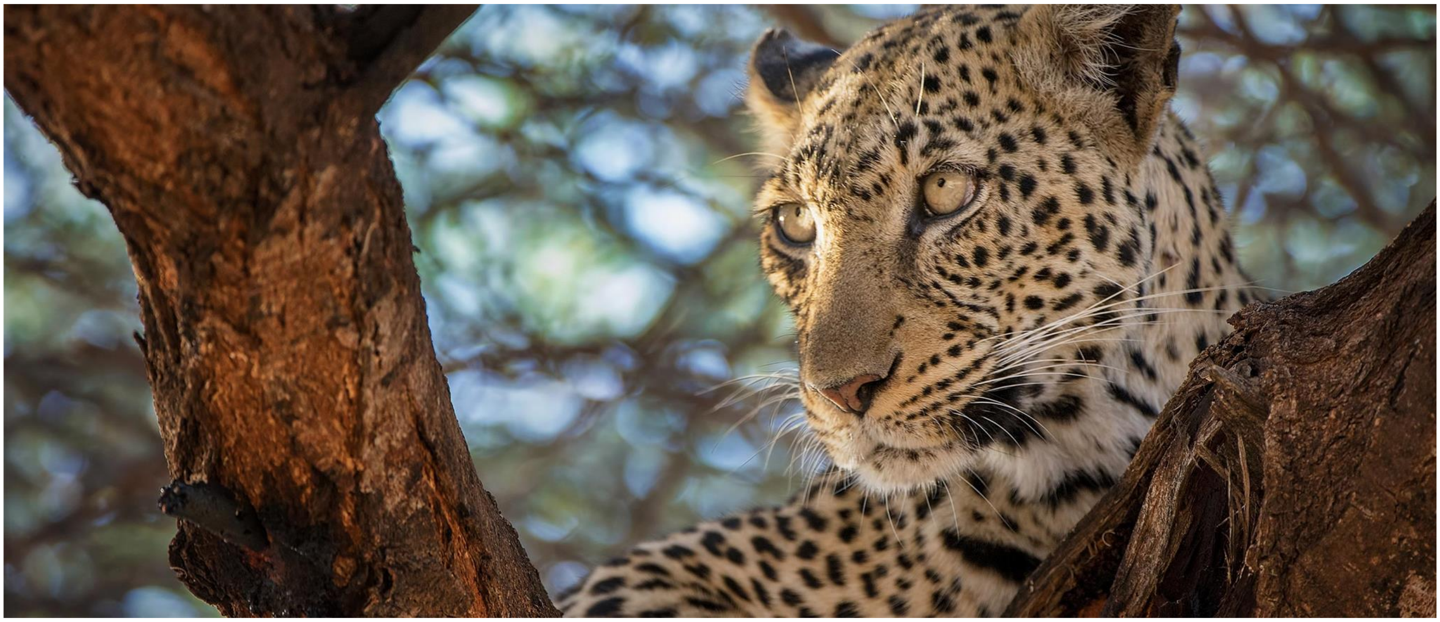
School Year: **2026-27**



Schoolwide Plan Program (SWP)
School Plan for Student Achievement (SPSA)

School Name	County-District-School (CDS) Code	Schoolsite Council (SSC) Approval Date	Local Board Approval Date
Live Oak Elementary School	39685856042170	May 4, 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 Live Oak Elementary School for meeting ESSA's planning requirements for Schoolwide Plan Program (SWP) in alignment with the LCAP and other federal, state, and local programs.

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

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Plan Description

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

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

Goal #1: Access to Standards-Based Curriculum, Well-Trained Teachers, and Well-Maintained Facilities
To achieve this goal, our school ensures that all students have access to a standards-based curriculum aligned with state standards. Teachers receive ongoing professional development to stay highly qualified in their subject areas.
Strategies to Address Goal #1 for ESSA Compliance:

- Regularly review and align curriculum with state standards.
- Provide targeted professional development opportunities for teachers to enhance their instructional practices.

Goal #2: Student Growth in English Language Arts (ELA) and Math; Progress for English Learners (ELs) in English Proficiency
Our school focuses on supporting all students, including English learners, to demonstrate growth in core subjects such as ELA and Math. We specifically address the needs of English learners to ensure progress in English language proficiency alongside academic achievement.
Strategies to Address Goal #2 for ESSA Compliance:

- Implement data-driven instructional practices to monitor student progress in ELA and Math.
- Provide targeted interventions and support for English learners to develop English language skills alongside academic content mastery.

Goal #3: Safe and Connected School Environment
We prioritize creating a safe and welcoming school environment where students and families feel connected and supported. This goal is assessed through climate surveys, attendance records, and behavioral data.
Strategies to Address Goal #3 for ESSA Compliance:

- Conduct regular climate surveys to gather feedback from students, families, and staff.
- Analyze attendance and behavioral data to identify trends and implement interventions as needed. Offer family engagement activities and resources to foster stronger connections between school and home.

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

Educational Partner Involvement

How, when, and with whom did your Live Oak Elementary School consult as part of the planning process for this SPSA/Annual Review and Update?

Involvement Process for the SPSA and Annual Review and Update

The Comprehensive Needs Assessment (CNA) process at our school followed a structured, collaborative approach aligned with the WestEd framework and School Site Council (SSC) guidance. This three-phase process ensured the collection of diverse data and stakeholder input to inform the development of a responsive and inclusive School Plan for Student Achievement (SPSA).

Phase One: Comprehensive Needs Assessment
The process began in December 2025 and continued through February 2026 with the Comprehensive Needs Assessment (CNA), during which the school community engaged in multiple activities to examine current practices and student outcomes. This phase included administering the Four Domains CALL (Comprehensive Assessment of Leadership for Learning) survey, conducting school visits, facilitating focus groups, and reviewing artifacts related to instructional practices, school systems, and student supports. In addition, school leaders completed a reflective self-assessment aligned with the Four Domains for Rapid School Improvement to evaluate leadership, instruction, culture, and systems and provide internal perspectives on current practices.

Stakeholder engagement was an integral part of this process, with input gathered from teachers, classified staff, students, and parents. Forums such as the School Site Council (SSC), English Learner Advisory Committee (ELAC), parent advisory groups, staff meetings, and student focus groups were used to gather perspectives, validate findings, and build shared understanding of the school's strengths and areas for growth. As part of this phase, the team also reviewed Lodi Unified's accountability data, including student attendance and achievement data available through the school's report card. The combination of stakeholder input, quantitative data, and artifact review provided a well-rounded understanding of school performance and informed the findings of the CNA report.

Phase Two: Root Cause Analysis
In the second phase, the leadership team engaged in a root cause analysis process to examine the CNA findings more deeply. Through collaborative discussions and data analysis, the team identified the key factors influencing student performance and school outcomes. This process helped clarify the underlying drivers of both strengths and challenges, allowing the team to prioritize the most critical areas for improvement and focus their efforts on strategies most likely to impact student learning.

Phase Three: SPSA Plan Development
The final phase focused on the development of the School Plan for Student Achievement (SPSA). Using insights from the CNA and root cause analysis, school leaders and stakeholders worked together to develop focused goals, strategies, and actionable steps aligned with identified needs. This phase emphasized ensuring that improvement efforts are clearly connected to data and supported by specific actions designed to strengthen instructional practices, support student learning, and promote continuous improvement across the school.

Ongoing Engagement and Continuous Improvement
The school will continue to engage educational partners throughout the year to review progress and guide ongoing improvement of the School Plan for Student Achievement (SPSA). The School Site Council (SSC) will serve as a central structure for monitoring the implementation of strategies, reviewing student data, and discussing adjustments to actions based on evidence of impact. The English Learner Advisory Committee (ELAC) and other parent advisory groups will also be provided opportunities to review progress and offer input, ensuring that the needs of English learners and other student groups remain a focus of the school's improvement efforts.

Staff collaboration will also support the ongoing implementation of the plan. Regular opportunities during staff and team meetings will be used to review data, reflect on instructional practices, and make adjustments to strategies as needed to better support student learning.

The school will continue to communicate updates and gather feedback from the broader school community through multiple channels, such as newsletters, school communication platforms, parent meetings, and translated materials to ensure accessibility for all families. Student perspectives will also be incorporated through a variety of opportunities, such as surveys, classroom discussions, and student leadership forums.

Through continued collaboration and communication with educational partners, the school will use the SPSA as a living plan that guides improvement efforts and responds to the evolving needs of students and the school community.

Comprehensive Needs Assessment Components

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

California School Dashboard (Dashboard) Indicators

Referring to the California School Dashboard (Dashboard), any state indicator for which overall performance was in the "Red" or "Orange" performance category.

A review of the 2024-2025 California School Dashboard indicates several areas requiring continued improvement. In English Language Arts, students are performing 29.6 points below standard, although performance improved by 18.1 points from the prior year. Despite this improvement, student performance 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 40.6 points below standard, reflecting an improvement of 3.9 points from the prior year. While this performance is slightly stronger than the statewide level of 42.4 points below standard, a large proportion of students continue to perform below grade level, indicating the need for continued focus on strengthening core instruction and targeted supports. English Learner Progress shows that 44 points of English Learners are making progress toward English language proficiency, representing an increase of 9.5 points from the prior year and approaching the statewide level of 46.4 points. I-Ready MOY data indicates areas of significant need in mathematics across multiple grade levels. In early grades, first grade shows a notable decline, with the same cohort of students decreasing from 30% proficiency as kindergarteners in 2024-2025 to 12% as first graders in

2025-2026. When comparing grade-level standards, first grade performance also declined from 21% (2024-2025) to 12% (2025-2026), indicating challenges in building foundational math skills.

Upper grade data reflects similar concerns. Students who were in third grade in 2024–2025 and are now in fourth grade showed a decline from 33% to 29% proficiency. While the same cohort of students moving from fourth to fifth grade- maintained performance at 18%, grade-level comparisons show a decline from 28% to 18%, indicating that students are not consistently meeting increasing grade-level expectations. Additional areas of concern include chronic absenteeism and suspension rates. The 2024-2025 California School Dashboard indicates that chronic absenteeism is at 22.7 points, which remains higher than the statewide level of 17.1 points, despite a 1.6-point decline from the prior year. Suspension rates also indicate a need for improvement, with 7.2 points of students suspended at least one day, representing an increase of 4.3 points from the prior year, compared to the statewide level of 2.9 points. Current 2025-2026 school data continues to highlight areas for improvement, with chronic absenteeism at 20.1%. Additionally, kindergarten and first grade students account for 46% of schoolwide referrals and 79% of suspensions, indicating a need for targeted early intervention and support.

Findings from the Comprehensive Needs Assessment (CNA) further highlight opportunities to strengthen instructional systems that support student learning. Specifically, Practice 2.2 (Target Professional Learning Opportunities) and Practice 2.3 (Set Clear Performance Expectations) indicate a need to strengthen how professional learning is designed and connected to instructional practice. Teacher feedback suggests a desire for more targeted learning opportunities, including opportunities to observe effective instructional practices, collaborate with peers, and deepen understanding of standards and student learning needs. Data also suggest the need for greater clarity and consistency in communicating instructional expectations and providing actionable feedback to support instructional improvement. In response to these findings, the school is prioritizing strategies focused on strengthening professional learning aligned to instructional priorities, increasing opportunities for teacher collaboration and observation of effective practice, and improving systems for communicating and reinforcing instructional expectations. These efforts are intended to support more consistent implementation of effective instructional practices and improve student outcomes across content areas, while also focusing on improving attendance, behavior systems, and social-emotional supports to better meet student needs.

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.

Students with Disabilities performed "Red" as reported on the 2025 CA Dashboard for Mathematics.
The school will review mathematics data, IEP goal progress, and classroom assessments to identify specific skill gaps for Students with Disabilities and ensure IEP goals, accommodations, and services are aligned to those needs. Targeted small-group math intervention, explicit instruction, visual supports, manipulatives, and frequent progress monitoring will be provided to strengthen access to grade-level mathematics. General education, special education, and intervention staff will collaborate regularly to review progress, adjust supports, and monitor the effectiveness of actions through the SPSA and IEP process.

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), Live Oak Elementary School aims to enhance academic instruction. Our approach is centered on the use of common and reliable data, ensuring a culturally responsive, strength-based, and differentiated learning experience for all students. The goal is to achieve a 5% increase in proficiency on the following universal measures in English Language Arts, Mathematics, and Science:

- K-2 DIBELS Assessment
- 2nd-6th Grade Reading Inventory (RI)
- 3rd-6th Grade ELA iReady Universal Screener
- 3rd-6th Grade CAASPP English Language Arts
- K-6th Grade Math iReady Universal Screener
- 3rd-6th Grade CAASPP Mathematics
- 5th Grade California Science Test (CAST)
- California Dashboard: English Language Arts, Mathematics, and English Learner Progress Indicator (ELPI)

This targeted improvement will contribute to the overall academic growth and success of our students.

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

Overall, during the 2025-2026 school year many of the strategies and activities were put into place, though some were more consistent than others. The TOSA support was a strong part of the work, with modeling lessons, small group instruction, and progress monitoring helping improve early literacy. MTSS data conferences and PLCs gave teachers time to look at student data and plan support, but the use of consistent tools and processes could be strengthened. Professional development took place in ELA, Visible Learning, and CORE, and teachers were engaged in the learning; however, there were fewer opportunities in other content areas. Supports for English Learners were partially in place, including designated time and paraeducator support, but district coaching support did not occur as planned. Assemblies and study trips helped increase student engagement and provided meaningful experiences, but they were not always connected back to classroom learning. Overall, there were some positive outcomes, especially in early literacy, but more consistency and alignment across these efforts will be needed to see stronger results moving forward.

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 some adjustments to the original implementation and budget allocations to better support the articulated goal. Additional funds were allocated to provide substitute coverage, allowing teachers to participate in professional development and attend outside conferences. In addition, resources were allocated for supplemental books to support student learning over the summer. These adjustments were made to enhance professional learning opportunities and provide additional support for student learning beyond the school year

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

Updates have been made to strengthen the strategies aligned to this goal. These changes are reflected in the 2026–2027 SPSA under Goal 1 and include a greater focus on monitoring instructional practices through weekly classroom walkthroughs, implementing peer observations, and developing a shared understanding of effective teaching. Additional actions include creating systems for teachers to share learning from professional development.

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

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

During the 2025–2026 school year, the school implemented several strategies to increase its tiered supports to strengthen social-emotional and behavioral interventions such as creating a more defined policy around PBIS and having regular staff trainings on strategies. A Family and Community Engagement committee was formed, and they created new events to bring families in. There was an increase in assemblies this year compared to last year. Multiple assemblies were held with the focus of real-world connections, mental health, child abuse awareness, etc. As a result of these efforts, including the implementation of the “Big Problems/Small Problems” strategy in classrooms, the number of office referrals has decreased.

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

Several differences between intended implementation and actual practice were identified. While the plan included developing a PBIS school-wide system, this is a longer process than anticipated. The process has begun but still has work to be done as it requires stakeholder input. Involving family and community in PBIS remains a challenge as families come in for more fun activities than SEL or academic. Regarding budgeted expenditures, additional funds were allocated to purchase SEL books for each student to take home.

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 Live Oak will work closely with key groups in order to develop a more clearly defined PBIS plan including developing and implementing a comprehensive schoolwide system for behavior and social-emotional support and implementing a system to monitor and improve student attendance through data review, targeted interventions, and family communication.

These changes are reflected in the updated 2026 - 2027 SPSA under Goal 2 through action steps such as: Develop and communicate a clear schoolwide discipline plan, establish and implement a mental health referral process, including staff training on how and when to refer students, provide quarterly SEL lessons led by the school counselor and plan study trips/assemblies that promote student engagement and social-emotional development.

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.

During the 2025–2026 school year, the school implemented several strategies to 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. A Family and Community Engagement committee was formed, and they created new events to bring families in. Regular communication was sent to families in the form of a school newsletter and various blackboard messages. This year Live Oak hosted its first Lotteria and Dia Del Ninos events bringing in the Hispanic culture that represents over half of our population. The school met its 2025–2026 goal, with 52% parent participation at Back to School Night and 95% of parents attending parent-teacher conferences.

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

There were no major differences between the intended implementation and the strategies and activities, as they were carried out as planned. Additionally, there were minimal changes to the budgeted expenditures, with resources remaining aligned to support the implementation of the planned strategies and activities.

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, Live Oak will continue to increase family engagement opportunities and strengthen communication between school and families.

These changes are reflected in the 2026 - 2027 SPSA under Goal 3 through revised action steps of developing and implementing a calendar of family engagement events aligned to academic and school priorities (e.g., literacy, math, chronic absenteeism), increasing communication through regular updates focused on student learning and school goals. We will gather parent feedback through surveys or meetings to inform future engagement efforts and monitor participation data more closely. We will also conduct yearly parent workshops aimed to monitor student progress and support learning at home.

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

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

Locally, informed by four-year i-Ready middle-of-year trend data, the school will reduce Reading distance from standard by 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.

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

LCAP Goal 2- All students will demonstrate growth towards meeting or exceeding standards in English Language Arts (ELA) and Math and English learners (ELs) will demonstrate progress in developing English language proficiency.

Identified Need

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

A review of the 2024–2025 California School Dashboard and local data indicates several areas that require continued improvement in student academic performance. In English Language Arts, students are performing 29.6 points below standard. While this reflects improvement from the prior year, performance remains below grade-level expectations, highlighting the need to continue strengthening literacy instruction. In Mathematics, students are performing 40.6 points below standard. Although there was slight improvement, a large number of students continue to perform below grade level, indicating the need for stronger core instruction and targeted support.
English Learner Progress shows growth, with 44 points of English Learners making progress toward English language proficiency and approaching the statewide level. However, continued attention is needed to ensure sustained progress and access to grade-level content.

i-Ready MOY data further highlights concern in mathematics across grade levels. In early grades, first grade proficiency declined from 30% (2024-2025) to 12% (2025-2026) within the same cohort, and grade-level comparisons also show a decrease from 21% (2024-2025) to 12% (2025-2026), indicating challenges with foundational math skills. Upper grade trends show similar patterns, with declines in performance from third to fourth grade and from fourth to fifth grade when compared by grade-level standards, suggesting that students are not consistently meeting increasing expectations.

In response, the school is prioritizing strategies focused on strengthening professional learning aligned to instructional priorities, increasing opportunities for teacher collaboration and observation of effective practice, and improving systems for communicating and reinforcing instructional expectations. These efforts are intended to support more consistent implementation of Tier 1 effective instructional practices and improve student outcomes across content areas.

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: 29.6 points below standard	2026 Dashboard: Reduce distance from standard to 23.6 points below standard.
CA Dashboard: Mathematics Distance from Standard	2025 CA Dashboard: 40.6 points below standard	2026 Dashboard: Reduce distance from standard to 34.6 points below standard.
CA Dashboard: English Learner Progress	2025 CA Dashboard: 44.0% making progress	2026 Dashboard: Increase to 47.0% making progress.
i-Ready ELA MOY: Distance from Standard	(MOY 2026): 41.63 points below standard	(MOY 2027): Reduce distance from standard to 31.63 points below standard.
i-Ready Math MOY: Distance from Standard	(MOY 2026): 22.79 points below standard	(MOY 2027): Reduce distance from standard to 15.79 points below standard.

Strategies/Activities

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

Strategy/ Activity #	Description	Students to be Served	Proposed Expenditures
1.1	Strategy Strengthen early literacy instruction in grades K–3 through instructional coaching and targeted support provided by the District ELA TOSA. Action Steps • Model and co-teach SIPPS and Amplify lessons to support effective early literacy instruction in K–3 classrooms. • Provide small-group instruction for students needing additional literacy support. • Facilitate PLC or planning discussions with teachers to review student literacy data and plan instructional adjustments. • Coordinate with the site principal to schedule literacy interventions, CORE walkthroughs, and data conferences. • Support teachers in administering and analyzing DIBELS and SIPPS assessments. • Progress monitor students receiving intervention every 3–6 weeks and review results with teachers to inform instructional adjustments. • Meet regularly with the principal to review literacy data, instructional priorities, and support needs.	K-3rd Grade Students	$0 Central Title I 1900 Other Cert Salaries District assigned ELA TOSA
1.2	Strategy Strengthen data-driven instructional decisions through structured MTSS collaboration and data	All Students	$19,229 Title I 1150 Teacher Sub

	analysis. Action Steps • Schedule regular MTSS data conferences and provide release time for teachers to review state, and local assessment data. • Analyze student performance data during MTSS meetings to identify trends, priority skill gaps, and students needing Tier 2 or Tier 3 supports. • Include specialists (e.g., speech therapist, resource specialist, intervention teacher, counselor) in MTSS meetings to support a whole-child, tiered approach. • Document and review interventions, progress monitoring data, and outcomes to track student progress and inform instructional decisions. • Monitor progress toward SPSA goals and communicate updates, progress, and next steps to staff on a regular basis.		$4801 Title I 3000 Benefits
1.3	Strategy Strengthen instructional practices through targeted professional learning. Action Steps • Provide ongoing professional development on Visible Learning practices and CORE instructional strategies. • Provide ongoing professional learning opportunities/conferences for teachers and leaders on training to support effective professional learning practices (eg: classroom management, instructional practices, curriculum) • Ensure monthly PLC sessions are implemented where teachers analyze student data and plan instructional responses aligned with the MTSS framework. • Develop and implement a weekly classroom walkthrough schedule (with a targeted instructional focus), providing feedback to support instructional growth and evidence-based practices. • Implement peer observations for teachers to observe effective instructional practices within and across schools. • Build a shared definition of effective teaching practice as a reference for ongoing conversations about improving teaching and learning. • Develop a system for teachers to share knowledge gained with the whole staff after training	All Students	$6240 Title I 1150 Teacher Sub $1558 Title I 3000 Benefits $18,000 Title I 5220 Conference AVID, PLC, Visible Learning, Academic Focus $1920 Title I 1120 Teacher Temp Teacher collaboration timecards $480 Title I 3000 Benefits

1.4	Strategy Provide supplemental instructional materials and resources to support standards-aligned instruction and targeted interventions. Action Steps • Provide duplicating and printing of instructional materials used in classroom instruction and intervention programs. • Purchase and distribute AVID supplies and instructional materials that support college and career readiness strategies.	All Students	$15,003 Title I 4300 Materials AVID Supplies: binders, pencils, notebooks, erasers, folder, binder paper, etc $1500 Title I 5715 Print Shop Duplicating for reproducible supplemental resources
1.5	Strategy Strengthen English Language Development (ELD) instruction to support English Learners' language development and access to grade-level content. Action Steps • Provide 30 minutes of daily designated ELD instruction aligned with the ELD standards • Provide daily targeted instructional support for English Learners during core instruction through bilingual para-educators, and certificated staff.	English Learners	$0 LCFF
1.6	Strategy Provide educational assemblies and study trips to enhance student engagement and support teaching and learning. Action Steps • Plan and implement an annual Math Festival with hands-on math center activities to reinforce mathematical concepts. • Coordinate science assemblies or presentations that provide interactive learning experiences (e.g., animal studies). • Organize study trips focused on history, technology, and science to extend classroom learning through real-world experiences.	All Students	$720 Title I 1150 Teacher Sub Subs for Study Trips $180 Title I 3000 Benefits $5000 Title I 5872 Field Trips Standards aligned $12,300 Title I 5712 Transportation $3000 Title I 5800 Prof and Operating/Consultants Standards aligned

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.

Socia-Emotional/Behavioral Strengthen schoolwide systems for behavior and social-emotional support to improve student engagement, reduce discipline incidents, and ensure consistent support for student well-being. The school will strengthen schoolwide behavior and social-emotional support systems to improve student engagement and promote a positive learning environment. Staff will implement consistent expectations, proactive supports, and responsive interventions to help reduce discipline incidents. These efforts will support student well-being by ensuring students receive timely, appropriate, and consistent support across the school campus.

LCAP Goal to which this School Goal is Aligned

LCAP goal to which this school goal is aligned.

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 the California School Dashboard indicates areas of need related to student engagement and behavior. Chronic absenteeism is currently at 22.7 points, which remains higher than the statewide level of 17.1 points, despite a slight decline from the prior year. Suspension rates have also increased to 7.2 points, exceeding the statewide level of 2.9 points, indicating a need to strengthen schoolwide systems that support student behavior and engagement. Current 2025–2026 school data continues to highlight areas for improvement, with chronic absenteeism at 20.1%. Additionally, kindergarten and first grade students account for 46% of schoolwide referrals and 79% of suspensions, indicating a need for targeted early intervention and support. In response, the school is implementing targeted strategies to improve attendance and strengthen behavior and social-emotional supports. Attendance efforts include monitoring data on a weekly basis to identify students at risk, conducting targeted outreach with families, clearly communicating attendance expectations, and recognizing positive attendance. In addition, the school is collaborating with support staff to address barriers that may be impacting student attendance. To address behavior and social-emotional needs, the school is developing a clear and consistent discipline plan, establishing a mental health referral process, and providing SEL lessons through the school counselor. Opportunities such as study trips and assemblies are also being used to promote student engagement and support social-emotional development. These actions are intended to create more consistent systems that improve student attendance, behavior, and overall connection to school.

Annual Measurable Outcomes

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

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
California Dashboard - Chronic Absenteeism	2025 CA Dashboard Chronic Absenteeism Indicator: ALL Student Group is Orange, which is a decrease of 1.6 points to 22.7% chronically absent	2026 CA Dashboard Chronic Absenteeism Indicator: ALL Student Group will be Yellow. Which is a decrease of 2.7 points to 20%.
California Dashboard - Suspension	2025 CA Dashboard Suspension Indicator: ALL Student Group is Red (7.2%) ,which is an increase of 4.3%	2026 CA Dashboard Suspension Indicator: ALL Student Group will be Red/Orange, with a decrease of 2.2% to 5% suspension rate.

Strategies/Activities

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

Strategy/ Activity #	Description	Students to be Served	Proposed Expenditures
2.1	Strategy Develop and implement a comprehensive schoolwide system for behavior and social-emotional support. Action Steps • Develop and communicate a clear schoolwide discipline plan with defined expectations, responses, and procedures. • Establish and implement a mental health referral process, including staff training on how and when to refer students. • Provide quarterly SEL lessons led by the school counselor. • Plan study trips/assemblies that promote student engagement and social-emotional development.	All Students	$600 Title I 1120 Teacher Temp $151 Title I 3000 Benefits Teacher Timecards $199 Title I 1920 Other Cert Temp Counselor Timecard $50 Title I 3000 Benefits Counselor timecard benefits $240 Title I 2200 Class Support Temp $93 Title I 3000 Benefits $3500 Title I 5800 Prof and Operating/Consultants SEL/PBIS Assemblies
2.2	Strategy Implement a system to monitor and improve student attendance through data review, targeted interventions, and family communication. Action Steps • Monitor attendance data weekly to identify students at risk of chronic absenteeism. • Implement targeted outreach (calls, meetings) for identified students.	All Students	

	• Communicate attendance expectations and updates regularly with families. • Provide recognition to promote positive attendance. • Collaborate with support staff (counselor, attendance clerk, etc.) to address barriers.		

Goals, Strategies, & Proposed Expenditures

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

Goal 3

Title and Description of School Goal

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

Parent Involvement
Increase meaningful parent and family engagement to strengthen connections between home and school and support student learning.

LCAP Goal to which this School Goal is Aligned

LCAP goal to which this school goal is aligned.

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.

Current levels of parent involvement remain inconsistent and are often limited to occasional events or meetings, resulting in missed opportunities for sustained collaboration between parents and the school. While there has been a slight increase in parent participation, particularly in general events, there is a continued need to increase attendance and engagement in academic-focused events, meetings, and conferences. Strengthening this area will support more meaningful partnerships and enhance the overall support of students' educational journey.

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
STEAM Night	New	At least 60% of parents across the school will attend.
Back to School Night Parent Attendance Rate	52% of parents attended Back to School Night in the 25-26 year.	Increase by 5% to 57% for the 2026-2027 school year.
Parent Teacher Conference Rate	95% of parents attended Parent Teacher Conferences in the 25-26 school year	Sustain at 95% 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
3.1	Strategy Implement a structured plan to increase family engagement opportunities and strengthen communication between school and families. Action Steps • Develop and implement a calendar of family engagement events aligned to	All Students	$2405 Title I 4400 Equipment ($500-$9,999) monitors for parent meetings $500 Title I: Parent Involvement 4325 Food For Meetings

	academic and school priorities (e.g., literacy, math, chronic absenteeism). • Increase communication through regular updates (newsletter, messaging platforms, meetings) focused on student learning and school goals. • Gather parent feedback through surveys or meetings to inform future engagement efforts. • Monitor participation data to evaluate and improve engagement efforts over time. • Conduct yearly parent workshops aimed to monitor student progress and support learning at home. • Purchase technology to support parent communication (e.g., ELAC, SSC, Parent related meetings) • Provide parental support during family engagement opportunities (e.g., paras, bi-linguall paras)		Food for meetings to increase parent engagement $750 Title I: Parent Involvement 4328 Warehouse Supplies Paper to increase parent outreach $1015 Title I: Parent Involvement 5715 Print Shop Advertising to support parent outreach and school/home connection.

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	$99,434.00
Total Funds Budgeted for Strategies to Meet the Goals in the SPSA	$99,434.00
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	$97,169.00
Title I: Parent Involvement	$2,265.00
rCalc_TotbyFSGrpFederal_50_FundSrc}	$

Subtotal of additional federal funds included for this school: $99,434.00

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

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

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

Total of federal, state, and/or local funds for this school: $99,434.00

Budgeted Funds and Expenditures in this Plan

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

Funds Budgeted to the School by Funding Source

Funding Source	Amount	Balance

Expenditures by Funding Source

Funding Source	Amount
Central Title I	0.00
LCFF	0.00
Title I	97,169.00
Title I: Parent Involvement	2,265.00

Expenditures by Budget Reference

Budget Reference	Amount
	0.00
1120 Teacher Temp	2,520.00
1150 Teacher Sub	26,189.00
1900 Other Cert Salaries	0.00
1920 Other Cert Temp	199.00
2200 Class Support Temp	240.00
3000 Benefits	7,313.00
4300 Materials	15,003.00
4325 Food For Meetings	500.00
4328 Warehouse Supplies	750.00
4400 Equipment ($500-$9,999)	2,405.00
5220 Conference	18,000.00
5712 Transportation	12,300.00
5715 Print Shop	2,515.00
5800 Prof and Operating/Consultants	6,500.00

5872 Field Trips	5,000.00

Expenditures by Budget Reference and Funding Source

Budget Reference	Funding Source	Amount
1900 Other Cert Salaries	Central Title I	0.00
	LCFF	0.00
1120 Teacher Temp	Title I	2,520.00
1150 Teacher Sub	Title I	26,189.00
1920 Other Cert Temp	Title I	199.00
2200 Class Support Temp	Title I	240.00
3000 Benefits	Title I	7,313.00
4300 Materials	Title I	15,003.00
4400 Equipment ($500-$9,999)	Title I	2,405.00
5220 Conference	Title I	18,000.00
5712 Transportation	Title I	12,300.00
5715 Print Shop	Title I	1,500.00
5800 Prof and Operating/Consultants	Title I	6,500.00
5872 Field Trips	Title I	5,000.00
4325 Food For Meetings	Title I: Parent Involvement	500.00
4328 Warehouse Supplies	Title I: Parent Involvement	750.00
5715 Print Shop	Title I: Parent Involvement	1,015.00

Expenditures by Goal

Goal Number	Total Expenditures
Goal 1	89,931.00
Goal 2	4,833.00
Goal 3	4,670.00

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
Tonia Arevalo	Principal
Jessica Almazan	Classroom Teacher
Jeanine Battjer	Classroom Teacher
Nicole McKilligan	Classroom Teacher
Heather Littleton	Other School Staff
Aaron Zaheen	Parent or Community Member
Jillian Barlet	Parent or Community Member
Joanna Garcia	Parent or Community Member
Samantha Monks	Parent or Community Member
Veronica Cortes	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 5/4/26.

Attested:

	Principal, Tonia Arevalo on 5/4/26
	SSC Chairperson, Heather Littleton on 05/04/26