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
George Washington Elementary School	39685856042097	May 26, 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 George Washington 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.

Washington Elementary School's LCAP Goals are:

- All students will have access to standards-based curriculum taught by well-trained, highly qualified teachers in well maintained facilities.
- All students will demonstrate growth towards meeting or exceeding standards in English Language Arts (ELA) and Math and English learners (ELs) will demonstrate progress in developing English language proficiency.
- All students and families will feel safe and connected at school as measured by climate surveys, attendance data and behavioral data.

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

Educational Partner Involvement

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

Involvement Process for the SPSA and Annual Review and Update

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

Phase One: Comprehensive Needs Assessment
The process began in December 2025 and continued through February 2026 with the Comprehensive Needs Assessment (CNA), during which the school community engaged in multiple activities to examine current practices and student outcomes. This phase included administering the Four Domains CALL (Comprehensive Assessment of

Leadership for Learning) survey, conducting classroom visits, facilitating focus groups, and reviewing artifacts related to instructional practices, school systems, and student supports. In addition, school leaders completed a reflective self-assessment aligned with the Four Domains for Rapid School Improvement to evaluate leadership, instruction, culture, and systems and provide internal perspectives on current practices.

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

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

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

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

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

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

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

Comprehensive Needs Assessment Components

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

California School Dashboard (Dashboard) Indicators

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

Based on the review of the 2025 California School Dashboard data and the Comprehensive Needs Assessment (CNA) for Washington Elementary School, the following areas require significant improvement:

Areas of Low Performance & Significant Gaps:
1. Academic Achievement – English Language Arts (ELA):

- Overall Performance: Yellow (40.6 points below standard, though improved by 16.5 points).
- Student Groups in Orange: Students with Disabilities (122.4 points below standard).
- Student Groups in Yellow: English Learners (65.8 points below standard), Hispanic students (47.4 points below standard), and Socioeconomically Disadvantaged Students (44.5 points below standard)

Gaps Identified: There is a significant performance gap for Students with Disabilities

2. Academic Achievement – Mathematics:

- Overall Performance: Orange (66.3 points below standard, decreased by 5 points).
- Student Groups in Orange: Students with Disabilities (140.7 points below standard) and Hispanic students (74 points below standard).
- Student Groups in Yellow: English Learners (82.8 points below standard) and Socioeconomically Disadvantaged Students (66.2 points below standard).

Gaps Identified: Students with Disabilities and Hispanic students demonstrate the largest gaps, with particularly concerning scores.

3. Chronic Absenteeism:

- Overall Performance: Red (27.2% chronically absent, increased by 2.2%).
- Student Groups in Red: Hispanic (28.9%), Socioeconomically Disadvantaged (28.3%), English Learner (23.3%), and White (21.7%) students.
- Student Groups in Orange: Students with Disabilities (34.4%) and Asian (21.6%) students

Gaps Identified: High absenteeism rates among Hispanic, Socioeconomically Disadvantaged, English Learner, and White students.

4. Suspension Rate:

- Overall Performance: Green (3%, decreased by 0.7%).
- Student Groups in Orange: White students (5.3%)
- Student Groups in Yellow: Asian (5.1%) and Hispanic (1.9%) students

Gaps Identified: Disproportionate suspension rates for White students

The Comprehensive Needs Assessment (CNA) identified three primary areas for improvement:

Monitor Short- and Long-Term Goals: Strengthen communication and ongoing monitoring of SPSA goals using a consistent data cycle. Leadership needs a more established system to regularly review student achievement data and adjust goals based on evidence, while clearly communicating roles and responsibilities to all staff.

Set Clear Performance Expectations: Develop and consistently reinforce clear expectations for instruction, assessment, and PLC practices. Provide timely, meaningful feedback to support teacher clarity and improve instructional effectiveness through a continuous improvement cycle.

Provide Rigorous, Evidence-Based Instruction: Increase consistency in delivering rigorous, standards-aligned instruction across all grade levels. Strengthen collaborative planning time so teachers can embed teacher clarity practices, analyze data, and select appropriately rigorous instructional materials with effective scaffolds for all students.

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.

Referring to the California School Dashboard (Dashboard), the White student group performed two performance levels below the “All Student” group in the Suspension Rate indicator, with the White student group identified in Orange performance level while the All Student group was identified in Green.

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), Washington 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.

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

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

During the 2025–2026 school year, the school implemented targeted strategies to improve achievement in English language arts and mathematics. A .5 intervention teacher supported K–3 students using SIPPS and Heggerty, contributing to growth in early literacy skills, particularly in kindergarten through second grade. DIBELS data increased overall from 33% at BOY to 40% at MOY, with kindergarten showing growth from 31% to 57%.

The school focused on implementing Clarity/Visible Learning practices, with the Guiding Coalition meeting monthly to support instructional alignment and writing across grade levels. Teachers participated in professional development, PLC collaboration, academic conferences, and SPED vertical planning focused on MTSS, Power Standards, Clarity, and writing instruction. AVID strategies and ESGI progress monitoring tools were also utilized to support student organization and track literacy and math growth.

Teachers provided daily designated ELD instruction using the Language Power curriculum, while bilingual paraprofessionals supported small groups and non-English-speaking students. Grade-level PLCs analyzed math power standards and planned targeted small group instruction. i-Ready Math data showed growth across most grade levels, including third grade increasing from 9% to 23% and fifth grade from 14% to 33%.

Overall, these strategies improved instructional alignment, strengthened collaboration, increased student engagement, and contributed to measurable growth in literacy and mathematics achievement.
DIBELS Data 25-26:
BOY 33%; MOY-40%
K - 31% to 57%
1st -47% to 47%
2nd-51%to51%
3rd - 48% to 50%

DATA iReady Math 25-26
BOY, MOY
K- NA/ 26%
1st - 0%/ 14%
2nd- 4%/ 16%
3rd- 9%/ 23%
4th- 10%/ 12%
5th- 14%/ 33%
6th - 17%/ 19%

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

While the majority of planned strategies and expenditures were implemented as intended, there were some differences in the level of implementation across classrooms. The school intended to more deeply implement math curriculum resources through consistent data collaboration, assessment analysis, and targeted small group instruction focused on prerequisite skills. Although teachers were provided collaboration time during PLCs and academic conferences to review assessments and instructional strategies, implementation varied among staff.

Some teachers consistently utilized small group instruction and prerequisite skill interventions, while others demonstrated limited application of these practices in the classroom. As a result, the overall implementation of math intervention strategies was not fully consistent schoolwide. The school will continue to strengthen accountability, collaboration, and support to ensure more consistent implementation of instructional expectations across all classrooms.

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

For SY 2026–2027, the school will strengthen the progress monitoring system for the SPSA by establishing a more structured and consistent cycle for reviewing instructional practice and student achievement data. While the overall goal remains focused on improving student outcomes in ELA and mathematics, the primary shift will be toward increasing clarity, consistency, and accountability for instructional practices across all classrooms.

Progress monitoring will include 4–6 week Visible Learning data cycles to regularly analyze student achievement and adjust instruction based on evidence. These cycles will be mapped out on the school calendar to ensure alignment across grade levels and grade-level PLCs. Academic conferences will be used as a formal structure to review student data, assess implementation of strategies, and determine next instructional steps.

Instructional rounds will be implemented with a focus on clarity, rigor, priority standards, and small group instruction. Administrators will conduct regular walkthroughs using clearly defined “look-fors” aligned to instructional expectations and will provide timely feedback to teachers on instructional practices observed, particularly in areas such as small group instruction and ELD strategies (writing, listening, and speaking).

To strengthen accountability, the leadership team will clearly communicate teacher performance expectations related to instruction, assessment, and PLC practices. SPSA progress will be reviewed regularly at staff meetings and shared with all stakeholders to ensure transparency and collective responsibility for student outcomes.

Additionally, weekly after-school collaboration time will be dedicated to instructional planning, including clarity work, PLC cycles, deconstruction of power standards, and development and analysis of common formative assessments (CFAs). These structures will ensure that instructional practices are continuously monitored, refined, and aligned to SPSA goals, while also strengthening coherence between instruction, assessment, and student achievement outcomes.

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
Washington Elementary 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.

Based on the needs assessment and 2025 California School Dashboard, the identified two key areas in need under the Social-Emotional Behavioral Goal are chronic absenteeism and suspension rate.

Chronic absenteeism is in the Red performance band, indicating a 2.2% increase in the rate from 25% to 27.2%. The following student groups are in the Red performance band and indicate significant concerns: Hispanic (28.9%), Socioeconomically Disadvantaged (28.3%), English Learner (23.3%), and White (21.7%) students. The following student groups are in the Orange performance band and also indicate concerns: Students with Disabilities (34.4%) and Asian students (21.6%).

Suspension rate is an area of concern, for several student groups. Although the All Students group falls into the Green performance band, the Orange performance band includes White students (5.3%) and Yellow performance band includes Asian students (5.1%) and Hispanic students (1.9%).
This goal is based on disaggregated data from the following source:

- The 2025 California Dashboard: Chronic Absenteeism and Suspension Rate

The strategies and activities to support the Social-Emotional Behavioral Goal were fully implemented with a strong focus on schoolwide systems that promote positive behavior, attendance, and student belonging. The PBIS framework, including ROAR expectations and the Power of Ten, was consistently implemented across all grade levels. Staff actively reinforced expectations through the distribution of ROAR cards, quarterly assemblies, character awards, and student recognition drawings, which helped strengthen positive behavior and school culture.

In addition, the House system was implemented with fidelity according to the established yearly schedule, including regular House meetings and rallies that promoted student engagement, community building, and school connectedness. These structures supported a more positive and inclusive school climate and increased student participation in schoolwide expectations.

As a result of these efforts, the school successfully exited ATSI status for chronic absenteeism, indicating meaningful progress in improving student attendance. However, Panorama survey data indicates that continued attention is needed in the area of student social-emotional growth, suggesting that while systems are in place and effective in some areas, additional refinement and targeted supports are still needed to strengthen student well-being and SEL outcomes.

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

Overall, most of the planned strategies and budgeted supports for the Social-Emotional Behavioral Goal were implemented as intended, particularly the PBIS system, ROAR expectations, House system, assemblies, and attendance initiatives. These structures were consistently supported through scheduled activities, staff participation, and schoolwide incentives.

However, there was a notable difference in the implementation of the SEL curriculum during morning meetings. While the SEL curriculum was intended to be implemented consistently across all classrooms, not all teachers fully implemented it as planned. This resulted in variability in the delivery of structured SEL instruction during morning meetings, which impacted consistency in student exposure to daily social-emotional learning practices.

Budgeted expenditures supporting PBIS, House activities, and attendance incentives were generally implemented as planned. The primary implementation gap was instructional consistency in SEL curriculum delivery rather than resource allocation. As a result, while schoolwide systems were strongly implemented, classroom-level SEL instruction was not fully uniform across all staff.

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, several refinements will be made to strengthen implementation fidelity, streamline systems, and improve alignment between PBIS, SEL, and academic engagement within the Social-Emotional Behavioral Goal.

First, the school will strengthen consistency in the implementation of the House system by ensuring that House points are awarded regularly and accurately across all classrooms. To support this, the school will explore options to either centralize the management of House points through administrative support or adopt a digital platform to more efficiently track and monitor student points and participation.

Second, the PBIS framework will be streamlined by aligning the four Core Values with the Power of Ten to create a more focused and consistent set of expectations. This adjustment is intended to improve clarity for both staff and students and strengthen schoolwide implementation.

Third, House events will be expanded to include more academic components, such as math competitions, spelling bees, and other enrichment activities. This change is designed to strengthen the connection between school culture, student engagement, and academic achievement.

Progress monitoring will be strengthened through increased administrative oversight and structured review processes. Administrators will regularly monitor and provide feedback on the distribution of ROAR cards and House points to ensure consistency across classrooms. In addition, PBIS meetings will be used to review data, evaluate implementation fidelity, and adjust strategies as needed. These discussions will focus on both behavioral and engagement trends to guide continuous improvement.

These updates are reflected in the SPSA under the sections addressing PBIS implementation, House system activities, family and student engagement strategies, and progress monitoring systems.

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 fully implemented strategies to strengthen parent involvement through a structured communication plan and increased opportunities for family engagement. Each grade level hosted at least one academic parent engagement activity, supporting collaboration between parents and teachers and encouraging participation in student learning.

The school also offered a variety of family events, including Harvest Festival, Movie Nights, Lunch on the Lawn, and STEM Nights, which helped build positive school-community connections and increased overall engagement. These events provided opportunities for families to participate in both academic and school culture activities.

Overall participation was strong in the primary grades (K–3), with over 90% parent involvement in engagement activities. Upper grades (4–6) had lower participation, at just over 50%, indicating a need for additional strategies to better engage families of older students.

The implementation of parent engagement activities was effective in increasing overall family involvement and strengthening school-community relationships. However, the data suggests continued focus is needed on improving participation at the upper grade levels and further enhancing consistent two-way communication and engagement opportunities for all families.

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 budgeted expenditures for the Parent Involvement goal. The planned strategies, including grade-level parent engagement activities and schoolwide family events such as Harvest Festival, Movie Nights, Lunch on the Lawn, and STEM Nights, were fully implemented as designed.

An adjustment occurred due to additional funding received during the school year. These funds were used to enhance the Parent Resource Room by purchasing additional materials to support families. This was an expansion of services beyond the original budget plan rather than a deviation from it, and it further strengthened the school’s capacity to support parent engagement and access to resources.

Overall, implementation remained aligned with the original SPSA plan, with the added resources serving to enhance, rather than alter, the intended 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, the Parent Involvement goal will be refined to increase engagement among upper-grade families and strengthen consistency in communication, expectations, and participation opportunities across the school.

To address lower participation in grades 4–6, the school will implement additional targeted engagement strategies. These include increased parent engagement events specifically designed for upper-grade families, expanded opportunities for parent participation in the House system, and interactive activities such as shirt-making workshops, parent cafés focused on academics and school safety, and attendance commitment activities. The school will also encourage volunteer participation by having parents sign up during Back to School Night and Open House events.

To further strengthen school-home alignment, expectations around grading practices, homework, and academic supports will be clearly communicated to families following schoolwide discussions and alignment efforts. This will ensure consistent messaging and understanding of academic expectations across all grade levels.

Progress monitoring will be strengthened through multiple systems of accountability. Attendance at parent events will be tracked using sign-in sheets to monitor participation trends over time, with a specific focus on upper-grade engagement. The school will also regularly review progress on this goal during parent meetings and staff meetings to ensure shared responsibility and ongoing reflection. In addition, a structured calendar of parent engagement events will be developed and used to ensure consistent implementation and planning throughout the year.

These changes are reflected in the SPSA under the sections addressing Parent and Family Engagement Strategies, Communication Systems, School-Home Collaboration, and Monitoring of Implementation and Outcomes.

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, George Washington 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 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.

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.

Based on the needs assessment, we have identified the following areas in ELA, Mathematics, & Science that need improvement based on a review of the 2025 California School Dashboard and local data. The All Students group performed in the yellow performance band for English language arts, orange performance band for mathematics, falling short of the expected growth targets. The All Students group performed in the green performance band for science. Additionally, local iReady data shows that students almost met the goal for expected students in grades 2-6 are meeting benchmark levels on middle-of-year screeners on both ELA (26%) and math (29%). Performance on the CAASPP reveals a similar pattern, with only 32.9% of students meeting standards in ELA and 27.08% in math.

Performance gaps persist among student groups, particularly:

- Students with disabilities who remain in the Orange performance level in both ELA and mathematics.
- Students in the Hispanic group who remain in the Orange performance level in mathematics.

To address these identified needs comprehensively, a multi-tiered approach involving targeted interventions, curriculum enhancements, professional development, and community engagement initiatives will be implemented. as described in the Goals, Strategies/Activities, and Expenditures in this SPSA.

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: 40.6 points below standard	2026 Dashboard: Reduce distance from standard to 34.6 points below standard.
CA Dashboard: Mathematics Distance from Standard	2025 CA Dashboard: 66.3 points below standard	2026 Dashboard: Reduce distance from standard to 60.3 points below standard.
CA Dashboard: English Learner Progress	2025 CA Dashboard: 46.2% making progress	2026 Dashboard: Increase to 49.2% making progress.
i-Ready ELA MOY: Distance from Standard	(MOY 2026): 33.19 points below standard	(MOY 2027): Reduce distance from standard to 25.19 points below standard.
i-Ready Math MOY: Distance from Standard	(MOY 2026): 23.13 points below standard	(MOY 2027): Reduce distance from standard to 16.13 points below standard
5th Grade California Science Test: CAST	2025 CA Dashboard: 14.28% of 5th grade students met or exceeded on CAST assessment in Science.	2026 CA Dashboard: increase the percentage of students meeting or exceeding by 5% from 14.28% to 19.28%

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	District ELA TOSA The District ELA TOSA plays a key role in advancing K–3 early literacy initiatives and strengthening evidence-based literacy instruction across the school site. In collaboration with teachers, site administrators, and district leadership, the ELA TOSA provides specialized support to improve literacy outcomes for all students through targeted instructional practices, intervention support, and organizational consistency. Instructional Support: Provide modeling, co-teaching, and small-group instructional support aligned to district literacy initiatives, including SIPPS and Amplify implementation. Support teachers in delivering effective, evidence-based literacy instruction and provide flexible short-term intervention support as needed. Collaboration and Planning: Collaborate with site administrators and teachers to support professional development, intervention scheduling, CORE visits, MTSS Academic Conferences, and literacy planning aligned to site and district goals. Maintain consistent communication and coordination with site leadership and instructional teams.	ALL Students	$0 Central Title I 1900 Other Cert Salaries

	Assessment and Progress Monitoring: Support the administration of DIBELS and SIPPS assessments as needed and assist teachers with assessment timelines and implementation. Monitor student progress regularly using literacy data to inform instruction, intervention adjustments, and student support planning.		
1.2	Site-Based .5 ELA Intervention Teacher Supports the K–6 District Literacy Initiative in collaboration with district ELA TOSAs to strengthen literacy instruction and intervention systems across the school site. Provides targeted literacy intervention and supplemental support for students needing additional assistance in reading and writing. Works collaboratively with ELA TOSAs and district literacy staff to align intervention practices with district goals, evidence-based instructional strategies, and MTSS supports. Uses student data and progress monitoring tools to identify instructional needs, monitor student growth, and adjust interventions to improve literacy outcomes. Participates in district-provided professional learning and collaborates with site and district teams to implement effective literacy instruction, intervention strategies, and organizational consistencies that support student achievement.	All Students	$44,934 Title I 1900 Other Cert Salaries .5 ELA Intervention Teacher $17,063 Title I 3000 Benefits .5 ELA Intervention Teacher
1.3	MTSS Data Conferences and Analysis Provide release time for teachers and staff to participate in MTSS Data Conferences focused on analyzing student achievement, intervention effectiveness, and instructional practices. Teams will review universal screener data, state and local assessment data, and progress monitoring information to identify trends, determine student needs, and develop targeted instructional and intervention supports. Collaborative teams, including teachers, intervention staff, specialists, counselors, and support personnel, will use data to plan and adjust instruction, monitor individual student progress, and evaluate the effectiveness of interventions within the MTSS framework. Data Collection Sheets and progress monitoring tools will be utilized to support consistent documentation, informed decision-making, and continuous improvement of student outcomes.	All students	$2,928 Title I 1150 Teacher Sub 16 Certificated Subs for Activity 1.3 $733 Title I 3000 Benefits Certificated Sub Benefits
1.4	Strengthening Instructional Practices Through Visible Learning, PLCs, Data Cycles, Instructional Rounds, Grade Level Collaboration, and SIPPS Core Support Provide ongoing collaboration time, grade level release days, and professional development focused on strengthening instructional practices	All Students	$14,360 Title I 1120 Teacher Temp 300 Certificated Time Card Hours $3,587 Title I 3000 Benefits

	through Visible Learning, PLC processes, data cycles, instructional rounds, collaborative planning, and SIPPS Core implementation. Teachers will engage in collaborative lesson design, classroom observation opportunities, grade level planning, and data analysis focused on clear learning intentions, success criteria, formative assessment, evidence-based instructional practices, and strong early literacy instruction. A SIPPS Core consultant will provide professional learning and instructional support to strengthen foundational reading instruction, intervention alignment, and consistent implementation of evidence-based literacy practices within Tier 1 and MTSS systems. Through PLC collaboration, instructional rounds, team data cycles, and grade level release collaboration days, staff will analyze student learning evidence, review student work, align instructional strategies, monitor student progress, and strengthen consistency of high-quality instruction across classrooms. This work is designed to strengthen teacher clarity, increase student ownership of learning, improve instructional coherence across grade levels, and increase overall student achievement.		Benefits for Certificated Time Cards $11,712 Title I 1150 Teacher Sub 64 Certifcated Subs for Activity 1.4 $2,924 Title I 3000 Benefits Certificated Sub Benefits
1.5	Paraeducator Collaboration and Instructional Support Provide collaboration time for paraeducators to work with special education and general education teachers to review student IEPs, instructional goals, accommodations, and support strategies. Collaboration will focus on aligning instructional practices and developing targeted center-based supports that reinforce student learning goals and promote access to grade-level instruction. Paraeducators will receive guidance on instructional routines, intervention strategies, and student support practices to strengthen consistency and effectiveness across learning environments.	Students with Disabilities	$2,200 Title I 2120 Para Temp 100 Certificated Time Card Hours $855 Title I 3000 Benefits Benefits for Classified Time Cards
1.6	Supplemental Resources and Technology Licenses to Support AVID, Visible Learning, and Core Instruction Purchase supplemental instructional resources, materials, and technology licenses that support the implementation of AVID strategies, Visible Learning practices, and reinforcement of the core curriculum in English Language Arts. Resources may include organizational tools, student planners, focused note-taking materials, AVID curriculum supports, Visible Learning reference guides, anchor charts, and digital instructional platforms that promote clarity of learning. Materials and technology will be used to strengthen college and career readiness skills, increase student engagement, and support instructional practices aligned with clear learning	All Students	$1,500 Title I 5875 Technology Licenses ESGI Licenses $5,429 Title I 4300 Materials Supplemental Materials $2,025 Title I 5800 Prof and Operating/Consultants Student Planners

	intentions, success criteria, formative assessment, and differentiated literacy instruction.		
1.7	ELD Instruction and Support for English Learners Provide daily designated ELD instruction for English Learners aligned to California ELD Standards to strengthen academic language development and increase access to grade-level content. Classroom teachers will deliver consistent designated and integrated ELD instruction focused on language acquisition, vocabulary development, reading, writing, speaking, and listening skills. Language Power Supplemental Resources (Student Kits) Purchase Language Power student kits to supplement integrated and designated ELD instruction. These materials provide structured support in vocabulary development, language functions, and reading and writing skills aligned to ELD standards. Resources will be used to support small-group instruction, targeted interventions, and classroom language development for English Learners.	English Learners	$5,500 Title I 4300 Materials Language Power Student Kits $4,750 Title I 5800 Prof and Operating/Consultants Language Power Training $575 Title I 1120 Teacher Temp 12 Hours of Certificated Time Cards $145 Title I 3000 Benefits Certificated Time Card Benefits
1.8	Study Trips Supplementing Grade-Level Core Curriculum Provide standards-aligned study trips that supplement and extend grade-level core curriculum through hands-on, experiential learning opportunities. Study trips will be intentionally connected to classroom instruction and designed to deepen student understanding of academic concepts across content areas. Prior to each trip, teachers will prepare students by connecting learning objectives to grade-level standards and instructional content. During the study trip, students will engage in guided exploration, interactive activities, demonstrations, and real-world learning experiences that reinforce classroom instruction and encourage critical thinking, collaboration, communication, and problem-solving skills. Study trips may include interdisciplinary connections that help students understand how academic concepts apply in authentic settings. Following the experience, teachers will incorporate reflective discussions, writing activities, presentations, and follow-up lessons to reinforce learning, assess student understanding, and strengthen retention of core curriculum concepts.	All Students	$8,000 Title I 5872 Field Trips Entrance Fee and Charter Expenses

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

LCAP Goal to which this School Goal is Aligned

LCAP goal to which this school goal is aligned.

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

Identified Need

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

Based on the needs assessment and 2025 California School Dashboard, the identified two key areas in need under the Social-Emotional Behavioral Goal are chronic absenteeism and suspension rate.

Chronic absenteeism is in the Red performance band, indicating a 2.2% increase in the rate from 25% to 27.2%. The following student groups are in the Red performance band and indicate significant concerns: Hispanic (28.9%), Socioeconomically Disadvantaged (28.3%), English Learner (23.3%), and White (21.7%) students. The following student groups are in the Orange performance band and also indicate concerns: Students with Disabilities (34.4%) and Asian students (21.6%).

Suspension rate is an area of concern, for several student groups. Although the All Students group falls into the Green performance band, the Orange performance band includes White students (5.3%) and Yellow performance band includes Asian students (5.1%) and Hispanic students (1.9%).

This goal is based on disaggregated data from the following source:

- The 2025 California Dashboard: Chronic Absenteeism and Suspension Rate

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	According to the 2025 CA Dashboard Chronic Absenteeism Indicator, the All Student Group was identified as Red, with chronic absenteeism increasing from 25.0% to 27.2%, a 2.2 percentage point increase from the prior year.	According to the 2026 CA Dashboard Chronic Absenteeism Indicator, the All Student Group will improve from Red to Orange by reducing the chronic absenteeism rate from 27.2% to 26.7% or lower.
CA Dashboard - Suspension Rate	According to the 2025 CA Dashboard Suspension Rate Indicator, the All	According to the 2026 CA Dashboard Suspension Rate Indicator, the All

	Student Group was identified as Green, with the suspension rate decreasing from 3.7% to 3.0%, a 0.7 percentage point decline from the prior year.	Student Group will maintain Green status by maintaining a suspension rate of 3.0% or lower.
Positive Behavioral Interventions and Supports (PBIS) Implementation Fidelity	2025-2026 Local Data: Tier 1 TFI Score 100% Tier 2 TIF Score 92% Tier 3 TIF Score 59%	2026-2027 Local Data: Tier 1 TFI Score 100% Tier 2 TIF Score 95% Tier 3 TIF Score 90%
PBIS Recognition	Gold for the 2025-2026 School Year	Gold for the 2026-2027 School Year
Panorama Survey	3rd-5th grades: 59% Sense of belonging, 56% Social Awareness 6th grade: 47% Sense of belonging, 43% Social Awareness	70% students will feel a sense of belonging and 70% social awareness 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	SEL and PBIS-Aligned Staff Training and Professional Development Provide ongoing professional development, collaboration, and coaching for teachers, administrators, and support staff to strengthen implementation of schoolwide PBIS and evidence-based SEL practices. Training will focus on consistent Tier 1, Tier 2, and Tier 3 behavior supports, including schoolwide expectations, House systems, student leadership, Check-In/Check-Out (CICO), counseling supports, BIPs, 504 supports, and mental health services. Staff will strengthen practices in SEL integration, morning meetings, conflict resolution, bullying and cyberbullying awareness, and student leadership development. Collaboration time, instructional walkthroughs, coaching cycles, and PLC reflection will support continuous improvement of school climate, student behavior, engagement, and academic outcomes. Release time will also support PBIS and House Leadership teams in planning, monitoring implementation, and expanding student-led activities, assemblies, rallies, and academic engagement opportunities.	All Students	$732 Title I 1150 Teacher Sub 4 Certificated Subs for Activity 2.1 $182 Title I 3000 Benefits Certificated Sub Benefits
2.2	Schoolwide Student Assemblies (Positive Behavior and School Climate) The school will host student assemblies to support positive behavior, strengthen school climate, and provide explicit instruction on social-emotuonal skills and behavioral expectations, including bullying prevention. Assemblies will reinforce	All Students	$2,500 Title I 5872 Field Trips PBIS Assemblies

	schoolwide norms, promote respectful interactions, and recognize positive student behavior.		
2.3	SEL, Behavioral, and Academic Family Engagement Activities Provide teacher time cards and collaboration time for grade-level teams to plan and prepare family engagement activities during the school day that strengthen student connectedness, positive school culture, and family partnerships while supporting academic learning. Teachers will collaborate to design interactive grade-level activities that engage families in reading, writing, math, problem-solving, and student learning experiences aligned to classroom instruction and schoolwide SEL and PBIS goals. Family engagement activities may include literacy and math games, student-led learning activities, classroom demonstrations, collaborative projects, and take-home resources that help families support learning and positive student behaviors at home. Collaboration time will support teachers in developing materials, coordinating grade-level activities, aligning expectations across classrooms, and strengthening family engagement in both academic and social-emotional student success.	All Students	$1,915 Title I 1120 Teacher Temp 40 Certificated Teacher Time Card Hours $479 Title I 3000 Benefits Certificated Time Card Benefits

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.

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.

The current needs assessment indicates that while family engagement at Washington Elementary is improving, it remains inconsistent across different types of activities. Attendance is significantly higher at fun, schoolwide events compared to more academic-focused opportunities such as meetings, conferences, and informational sessions. This suggests that while families are engaged with school culture and community-building activities, there are missed opportunities for deeper, sustained collaboration focused on student learning and academic support.

Both staff and parents identified a positive trend in overall engagement and expressed interest in increasing the number and variety of family engagement opportunities. Parents specifically requested clearer and more consistent communication regarding academic expectations, including homework, grading practices, and systems of communication. This feedback highlights a need for more transparent and accessible information to help families support multiple students across different grade levels.

Moving forward, the school will prioritize strengthening communication systems and increasing academic-focused family engagement opportunities. This includes clarifying schoolwide expectations, improving consistency in messaging, and designing engagement activities that support both relationship-building and academic understanding. The goal is to better balance celebratory events with meaningful academic collaboration to increase sustained and equitable family involvement across all grade levels.

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
Increase Participation in Academic Events	By April 2026, parent attendance at academic-focused events (e.g., Back-to-School Night, Parent-Teacher Conferences, Family Literacy/Math Nights) was 75%, as measured by sign-in sheets.	By April 2027, parent attendance at academic-focused events will increase to 80%, as measured by sign-in sheets.
Expand Participation in Workshops and Trainings	By April 2026, 75% of families attended school-hosted workshops focused on academic strategies, SEL, or ELPAC/CAASPP preparation, as measured by attendance logs.	By April 2027, 80% of families will attend school-hosted workshops focused on academic strategies, SEL, or ELPAC/CAASPP preparation, as measured by attendance logs.

Track Two-Way Communication	By April 2026, 70% of classroom teachers documented two-way communication with families (e.g., phone calls, conferences, ClassDojo messages) at least once per trimester, as tracked through communication logs or digital communication tools.	By April 2027, 80% of classroom teachers will document two-way communication with families at least once per trimester, as tracked through communication logs or digital communication tools.

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 Academic Engagement Events Provide academic-focused family engagement events throughout the school year, such as Back-to-School Night, Family Literacy/Math Nights, student showcases, and Parent-Teacher Conferences. Events will include opportunities for families to learn about grade-level expectations, instructional strategies, student progress, and ways to support learning at home. Translation services, family resources, and interactive academic activities will be provided to increase participation and strengthen school-family partnerships. Parent Workshops and Family Trainings Provide school-hosted workshops and trainings focused on academic support strategies, social-emotional learning (SEL), and ELPAC/CAASPP preparation. Workshops will help families build understanding of grade-level learning expectations, assessment systems, literacy and math strategies, and ways to support student success at home. Attendance logs, materials, and family feedback will be collected to monitor participation and effectiveness.	All Students	$500 Title I: Parent Involvement 4325 Food For Meetings Food for Meetings open PO for meetings
3.2	Family Communication and Outreach Strengthen consistent two-way communication between school staff and families through conferences, phone calls, digital communication platforms, classroom updates, newsletters, flyers, parent portals, mobile apps, and family outreach efforts. Communication will provide families with regular updates regarding school events, academic progress, attendance, behavior, student achievement, and important school announcements. The school will encourage ongoing dialogue between families and staff regarding students' individual needs, progress, and successes to help ensure students receive appropriate academic and social-emotional support. Teachers and staff will use communication logs and digital communication	All Students	$0 Title I 5800 Prof and Operating/Consultants Planners in Goal 1

	tools to monitor outreach efforts and strengthen family engagement throughout the school year.		
3.3	Translation and Family Language Support Provide paraprofessional translation and interpretation support during family engagement events, parent workshops, conferences, and ongoing school communication activities to increase access and participation for families whose primary language is not English. Translation support may include interpreting during meetings and events, translating flyers and newsletters, assisting with parent communication through phone calls or digital platforms, and supporting families in understanding academic expectations, assessments, school resources, and student progress. Time cards, translation logs, sign-in sheets, and communication records will be maintained to document services and family participation.	EL Students	$450 Title I: Parent Involvement 2120 Para Temp Classified Time cards $176 Title I: Parent Involvement 3000 Benefits Classified Time Cards Benefits
3.4	Mobile Parent Fingerprinting Support Provide mobile parent fingerprinting opportunities to increase family volunteer participation and strengthen parent involvement in school activities and events. Mobile fingerprinting services will support families in completing volunteer clearance requirements by offering accessible on-site opportunities during designated school events and family engagement activities. This activity is intended to reduce barriers to parent participation and increase opportunities for families to actively support student learning, school programs, and campus events. Sign-in sheets, service records, and participation documentation will be maintained to monitor family engagement and volunteer participation.	All Students	$2,022 Title I: Parent Involvement 5800 Prof and Operating/Consultants Mobile Finger Printing Service

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	$138,176.00
Total Funds Budgeted for Strategies to Meet the Goals in the SPSA	$138,176.00
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	$135,028.00
Title I: Parent Involvement	$3,148.00
rCalc_TotbyFSGrpFederal_50_FundSrc}	$

Subtotal of additional federal funds included for this school: $138,176.00

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
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: $138,176.00

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
Title I	135,028.00
Title I: Parent Involvement	3,148.00

Expenditures by Budget Reference

Budget Reference	Amount
1120 Teacher Temp	16,850.00
1150 Teacher Sub	15,372.00
1900 Other Cert Salaries	44,934.00
2120 Para Temp	2,650.00
3000 Benefits	26,144.00
4300 Materials	10,929.00
4325 Food For Meetings	500.00
5800 Prof and Operating/Consultants	8,797.00
5872 Field Trips	10,500.00
5875 Technology Licenses	1,500.00

Expenditures by Budget Reference and Funding Source

Budget Reference	Funding Source	Amount
1900 Other Cert Salaries	Central Title I	0.00
1120 Teacher Temp	Title I	16,850.00

1150 Teacher Sub	Title I	15,372.00
1900 Other Cert Salaries	Title I	44,934.00
2120 Para Temp	Title I	2,200.00
3000 Benefits	Title I	25,968.00
4300 Materials	Title I	10,929.00
5800 Prof and Operating/Consultants	Title I	6,775.00
5872 Field Trips	Title I	10,500.00
5875 Technology Licenses	Title I	1,500.00
2120 Para Temp	Title I: Parent Involvement	450.00
3000 Benefits	Title I: Parent Involvement	176.00
4325 Food For Meetings	Title I: Parent Involvement	500.00
5800 Prof and Operating/Consultants	Title I: Parent Involvement	2,022.00

Expenditures by Goal

Goal Number	Total Expenditures
Goal 1	129,220.00
Goal 2	5,808.00
Goal 3	3,148.00

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
Gina Lopez	Principal
BriAnn Congrave	Parent or Community Member
Alyse Arno	Parent or Community Member
Lisa Wahlen	Parent or Community Member
Rina Escalante	Other School Staff
Morgan Reider	Classroom Teacher
Jennifer Jackson	Classroom Teacher
Erika Holecombe	Parent or Community Member
Samantha Cooper	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 5/26/2026.

Attested:

	Principal, Gina Lopez on 05/26/2026
	SSC Chairperson, Jennifer Jackson on 05/26/2026