



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
Delta Sierra Middle School	39685856107114	April 29, 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 Delta Sierra Middle School for meeting ESSA's planning requirements for Schoolwide Plan Program (SWP) in alignment with the LCAP and other federal, state, and local programs.

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

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Plan Description

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

To effectively meet the requirements of the Every Student Succeeds Act (ESSA) in alignment with our Local Control and Accountability Plan (LCAP) and other federal, state, and local programs, our school has developed a comprehensive strategy centered around the goals outlined in our LCAP, particularly focusing on LUSD LCAP Goals #1, #2, #3, and #4. 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.

Goal #4: College and Career Readiness

We prioritize the college and career readiness standard by reviewing all students' grades in four core classes (English language arts, social sciences, mathematics, and science) to determine if students meet the C grade requirement as part of the college readiness indicator on the California Dashboard that is measured at the high school level. Strategies to

Address Goal #4 for ESSA Compliance:

Review teachers' quarterly grade distribution and grade point average for core classes

Professional Development

Study Trips

Supplementary Materials

Lodi Unified School District LCAP Goals are:

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

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

3. 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 Delta Sierra Middle School consult as part of the planning process for this SPSA/Annual Review and Update?

Involvement Process for the SPSA and Annual Review and Update

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

Phase One: 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.

Areas of Low Performance & Significant Gaps:

1. Academic Achievement – English Language Arts (ELA):

- Overall Performance: Yellow (65.1 points below standard, though improved by 7.6 points).
- Student Groups in Red: Students with Disabilities.

* Student Groups in Orange:

- LTELs: 113.6 points below standard.
- Students with Disabilities: 165.1 points below standard.

2. Academic Achievement – Mathematics:

- Overall Performance: Orange (123.3 points below standard, improved by 13.1 points).
- Student Groups in Red: Students with Disabilities (222.7 points below standard) and African American Students (159.8 points below standard)

• Student Groups in Orange: Asian, English Learners, Hispanic, LTELs, Socioeconomically Disadvantaged, White.

3. Chronic Absenteeism:

- Overall Performance: Yellow (40.7% chronically absent, decreased by 5.7%).
- Student Groups in Red: English Learners (35.1%) and Students with Disabilities (57.7%)

4. Suspension Rate:

- Overall Performance: Yellow (10.1%, decreased by 6.4%).
- Student Groups in Orange: African American (22.2%), Students with Disabilities (15.3%).

Steps Taken to Address Areas of Need: The CNA identified targeted improvement strategies, including:

- Rigorous Evidence-Based Instruction: Emphasis on deepening instructional strategies through initiatives like the Measuring Student Learning Project (MSLP), though implementation consistency is an area for growth.
- Intervention Supports: After-school tutoring, co-teaching models, AVID program, and Multi-Tiered Systems of Support (MTSS) are in place to support struggling students.
- Family and Community Engagement: Recognized as a significant need, plans include improving communication, reducing barriers to participation, and fostering inclusive outreach.
- Professional Learning & Staff Development: Strength in offering ongoing professional development, with a focus on refining a clear, unified instructional vision.
- Monitoring Goals & Stakeholder Input: Strengthening structures to monitor short- and long-term goals with improved stakeholder feedback loops.

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.

English Language Arts -

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

Mathematics -

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

Chronic Absenteeism -

Gaps Identified: High absenteeism rates among English Learners, Students with Disabilities, African American and White Students students contribute to overall low engagement.

Suspension Rate -

Gaps Identified: Disproportionate suspension rates for African American Students and Students with Disabilities indicate equity concerns in discipline practices.

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 Support and Achievement that promote Student Success in Meeting/Exceeding Standards

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 improve English Language Arts achievement, including strengthening Tier 1 instruction through the use of learning intentions and success criteria, increasing opportunities for small-group instruction and providing targeted intervention for students performing below grade level.

Classroom walkthrough data indicated that learning intentions were present in approximately 85% of observed classrooms during the formal observation timeframe, however, the level of clarity and alignment to the lesson varied across core academic departments. Small-group instruction was implemented more consistently in English Language Arts and Mathematics classes due to professional development opportunities provided, while Social Studies and Science Departments demonstrated less consistent use of targeted grouping (based on student data) which is attributed to the scheduling and availability

Student outcome data showed some improvement, with an average range of approximately 18-23% of students demonstrating growth on benchmark assessments. However, overall performance remained below grade-level expectations, indicating that while strategies were initiated, the consistency and depth of implementation were not yet sufficient to produce the desired level of impact.

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 regular data analysis and instructional adjustments during PLCs, these practices were not consistently implemented across all Co-Teaching teams. In addition, expectations for small-group instruction were not clearly defined or monitored schoolwide, resulting in variability in implementation.

Regarding budgeted expenditures, some supplemental instructional materials purchased to support literacy instruction were underutilized or not consistently integrated into daily instruction. This limited the overall impact of these resources and suggests a need for clearer alignment between resource allocation and instructional practices.

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.

In the 2026-2027 School Plan for Student Achievement - SPSA, as a result of this analysis, the school will refine its approach by focusing on strengthening the consistent implementation of Tier 1 instruction across all classrooms. This includes establishing clearer expectations as part of Goal 1 in the use of the Clarity Visible Learning Framework that includes learning intentions, success criteria, models/exemplars, student self assessment and peer review for the ongoing checks for understanding, as well as receive professional development in areas such as student behavior management, team building, instruction, assessment data, standards in grading.

PLC structures will be strengthened to ensure increased contract time availability to teachers (3 hours for PLC planning staff meeting time for team development and Data Cycle, 1 hour 30 minutes for Common Planning Time for collaboration, and 1 hour for PLC department priorities for a total of 5 hours 30 minutes each month in addition up to two 90 minutes minimum days (TBD) to improve the consistent use of student data to inform instructional decisions, and expectations for small-group instruction will be clearly defined and monitored across departments and all grade levels. Additionally, resources will be more intentionally aligned to support site/district initiatives and instructional priorities with increased attention to how materials are used to support daily instruction.

These changes are reflected in the updated SPSA under Goal 1 through revised action steps that specify instructional practices, strengthened monitoring systems, and clearer alignment between strategies and budgeted resources.

Goal 2

Title and Description of School Goal

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

Social-Emotional Behavior School-wide Expectations that promote Student Success

Delta Sierra Middle School's Behavioral Statement of Purpose is that the school community believes all students can persevere and be successful through explicit modeling of respectful behaviors and expectations, work cooperatively and support one another in alignment with the Positive Behavior Intervention Support (PBIS) Framework as stated in part in SPSA Goal 2: Social-Emotional Behavior.

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

Chronic Absenteeism: Overall performance is on the California Dashboard is: Yellow (40.7% chronically absent, decreased by 5.7%). This represents a positive upward trend from Red 3 years ago.

Suspension Rate: Overall performance on the California Dashboard is: Yellow (10.1%, decreased by 6.4%). This represents a positive upward trend from Red 3 years ago.

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

Chronic Absenteeism:

Gaps Identified: High absenteeism rates among English Learners, Students with Disabilities, African American and White Students students contribute to overall low engagement.

Suspension Rate:

Gaps Identified: Disproportionate suspension rates for African American Students and Students with Disabilities indicate equity concerns in discipline practices.

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.

In the 2026-2027 School Plan for Student Achievement - SPSA, all teachers, staff, and administrators will continue to implement PBIS Tier I and Tiers II/III Framework to include appropriate on-site interventions in the form of Other Means of Correction procedures for students who commit a violation of California Education Code 48900 that are non violent toward another person. The Other Means of Correction procedure includes parent contact and approval that will enable students who commit the violation to continue their school day receiving appropriate services in the On Campus Intervention Program if they comply with the terms of the Other Means of Correction requirements. (SPSA Goal 2: Social-Emotional Behavior)

Goal 3

Title and Description of School Goal

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

Parent/Guardian Involvement Services and Activities

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.

The overall articulated goal was implemented as it relates to the scheduling of parent involvement activities such as parent/guardians attending Individual Education Program (IEP)/Section 504 plan, Student Study Team (SST) meetings and All-Teacher Conferences/Counselor Intervention Meetings, Back-to-School/Title 1 Parent Information Night, School Site Council, English Learning Advisory Committee, and Open House

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

No major differences between the intended implementation and the budgeted expenditure. The last two scheduled parent activities planned for the 2025-2026 school year are Open House (Thursday, May 13, 2026) and 8th Grade Promotion on May 29, 2026 will allow for remaining fund expenditures.

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.

In the 2026 2027 School Plan for Student Achievement - SPSA the school will implement after school College and Career Parent Workshop Sessions that involve individual volunteers, volunteers from community-based organizations, and district departments to implement programs and services for parents and students to hear from guest speakers from various job-clusters that are aligned with each students College and Career interest/aptitude assessments that were taken during the 6-Week Advisory Program during the school day using the School Links College and Career electronic system.

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

Increase the use of rigorous research-based instructional strategies, professional development, materials, supplies, and technology that will enable all students as a whole and each sub-group to meet and exceed standards in English Language Arts, Mathematics, increase the number of reclassified English Language Learners, and help students reach goals who have an IEP or Section 504 plan, so that all subgroups demonstrate achievement in core academic subjects

LCAP Goal to which this School Goal is Aligned

LCAP goal to which this school goal is aligned.

- LUSD LCAP Goal #1- All students will have access to standards-based curriculum taught by well-trained, highly qualified teachers in well maintained facilities.
- LUSD 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.
- LUSD LCAP Differentiated Assistance Goal: Differentiated Assistance: With the assistance of support staff and targeted intervention, English Learners, students with disabilities, and students experiencing homelessness will show growth in college and career readiness, math and ELA. Students experiencing homelessness will also show improvement in suspensions and chronic absenteeism.

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.

California Dashboard Data -

By Spring 2026, Delta Sierra Middle School will improve student outcomes in English Language Arts, Mathematics, and English Learner Progress, as measured by the California Dashboard and district i-Ready assessments, through strengthening Tier 1 core instruction and providing targeted Tier 2 supports within the MTSS framework. Aligned with three-year California Dashboard trends, the school will reduce English Language Arts distance from standard by 6 points, reduce Mathematics distance from standard by 9 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 10 points, as measured by the i-Ready diagnostic.

Local Data -

Based on Comprehensive Needs Assessment (CNA) with consultation with WestEd in December 2025, there were 11 parent/guardians, 10 students, 10 teachers representing the English Language Arts, Math, Science, Special Education, Physical Education, and Social Studies Departments from Delta Sierra Middle School that responded to the Stakeholder Group survey. This represents areas of school-wide interest as a result of constructive Focus Group input. Consistent themes emerged from Focus Group meetings related to Goal 1 centered on: use of rigorous research-based instructional strategies, techniques, pre-requisite skills needing to be improved as students enter middle school, and professional development. These findings were consistent with the Classroom Walk-Through Protocol Data Tool, Root Cause Analysis (RCA) Findings, and CALL Survey that showed school site data scoring above the CALL National Average in 11 out of 12 normed responses in the Fall of 2025-2026 school year compared to 7 out of 12 normed responses in Spring of the 2024-2025 school year in the Domains of 1) Turnaround Leadership, 2) Talent Development, 3) Instructional Transformation, and 4) Culture Shift.

In the 2026-2027 School Plan for Student Achievement - SPSA, as a result of this analysis, the school will refine its approach by focusing on strengthening the consistent implementation of Tier 1 instruction across all classrooms. This includes establishing clearer expectations as part of Goal 1 in the use of the Clarity Visible Learning Framework that includes learning intentions, success criteria, models/exemplars, student self assessment and peer review for the ongoing checks for understanding, as well as receive professional development in areas such as student behavior management, team building, instruction, assessment data, standards in grading. Collective Teacher Efficacy will drive the work of teacher PLC teams.

PLC structures will be strengthened to ensure increased after school contract time availability to teachers (3 hours for PLC planning staff meeting time for team development and Data Cycle, 1 hour 30 minutes for Common Planning Time for collaboration, and 1 hour for PLC department priorities for a total of 5 hours 30 minutes each month in addition up to two 90 minutes minimum days (TBD) to improve the consistent use of student data to inform instructional decisions, and expectations for small-group instruction will be clearly defined and monitored across departments and all grade levels.

Additional Input Sessions for the development of the 2026-2027 School Plan for Student Achievement (SPSA) were held with the following Stakeholder Groups: English Learner Advisory Committee Friday, April 17, 2026 (parents input on orange color post it); Site Department Chairs on Monday, April 20, 2026 (department chairs input on fuchsias color post it); School Site Council on Tuesday, April 21, 2026 (parent, student, teacher, other school employee, and principal's input on purple color post it); and at PLC Staff Meeting on Wednesday, April 22, 2026, where (teachers recorded their input using yellow post its), stated the following: "Accountability & backup consequences when calling doesn't work", "Need more Paraeducators", Teachers don't know how to co-teach, need more training", "Need more RSP co-teaching" "More group prep/time to coordinate" and "We need \$ for paper, pencils/pens, chart paper"

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: 65.1 points below standard	2026 Dashboard: Reduce distance from standard to 59.1 points below standard
CA Dashboard: Mathematics Distance from Standard	2025 CA Dashboard: 123.3 points below standard	2026 Dashboard: Reduce distance from standard to 114.3 points below standard.
CA Dashboard: English Learner Progress	2025 CA Dashboard: 46.8% making progress	2026 Dashboard: Increase to 49.8% making progress.
i-Ready ELA MOY: Distance from Standard	(MOY 2026): 50.18 points below standard	(MOY 2027): Reduce distance from standard to 40.18 points
i-Ready Math MOY: Distance from Standard	(MOY 2026): 46.48 points below standard	(MOY 2027): Reduce distance from standard to 36.48 points below standard

Strategies/Activities

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

Strategy/ Activity #	Description	Students to be Served	Proposed Expenditures
1.1	Professional Development Opportunities and Training to support the Multi-Tiered System of Supports (MTSS) framework to enhance student achievement and well-being across academic, behavioral, and social-emotional domains. District ELA/Math/Science/SS Initiative Professional Developments to include but not limited to: *Clarity Visible Learning - Collective Teacher Efficacy, Instructional Methods with high yield Effect Sizes, Visible Learning Team Development and Data Cycle within the Learn Together Teach Together - LT3 professional development implementation Framework. *Curriculum, instruction, assessment *Use of technology to improve instruction and student learning Site ELA/Math/Science/SS Based Initiative Professional Developments to include but not limited to: *Co-Teaching Instructional Model *English Learners, Special Education, Foster and Unhoused Youth *Train students in skill building and knowledge acquisition using Tier I support services AVID, STEM, College and Career Readiness, Instructional Strategies, and Social-Emotional Learning Attend conferences that support the implementation of district and site initiatives.	All Students	\$3000 Title I 5220 Conference Conference Registration, Travel, Room and Board \$2000 Title I 1150 Teacher Sub

	*ELA targeted Support for General and Special Education *More training opportunities for EL para assistance *Phonics, cursive writing skills		
1.2	Delta Sierra Middle School's Co-Teaching Instructional Model - Supplemental instructional support and intervention is provided to students using a collaborative approach between each teacher of record and an assigned co-teacher from their onsite peer(s). Co-Teachers are assigned in core classes and utilizes the teachers in the math department, ELA department, science department, social studies department along with special education SDC and RSP teachers and the site ELD teacher specialists. The Co-Teaching Instructional Model consists of 6 strategies (from the research of Marilyn Friend, Lynne Cooke, and St. Cloud State University and adapted by CSU, Chico) that all DSMS teachers utilize with their co-teacher: 1. One Teach, One Assist One teacher acts as the primary teacher while the other assists and supports the learners. The co-teacher assists by monitoring student work, addressing behavior issues, answering student questions, distributing materials, or asking the lead teacher to clarify any developing student misconceptions. 2. One Teach, One Observe One teacher acts as the primary teacher while the other gathers specific observational information on student learning such as students' academic, behavioral, and social skills while in the classroom. Roles can switch depending on the topic or interests of the teacher, however this strategy is only meant to be used occasionally. 3. Station Teaching Co-teachers divide their class into small groups to provide instruction at separate stations. Activities should be designed to function independently of each other and require approximately the same amount of time with student groups rotating stations. This approach reduces the student-teacher ratio, increasing student participation and effective monitoring of the students. 4. Parallel Teaching Co-teachers divide the class in half and instruct them on the same material; groups don't rotate. Parallel teaching allows the co-teachers to maximize	3 teachers (120 contracts)	\$47587 Title I 1103 Prep Period Teacher 120% Co-Teaching \$11888 Title I 3000 Benefits Benefits

	participation and minimize behavior problems. This approach reduces the student-teacher ratio and increases instructional intensity. Co-teachers will need to be cognizant of timing and pacing when using this strategy. 5. Alternative (Differentiated) Teaching One teacher manages a large group of students while the other takes a small group for a specific instructional purpose. This approach provides instructional flexibility and can be used for enrichment, remediation, assessment, or pre-teaching, as well as for using alternative methods of providing lesson input. 6. Team Teaching Both teachers are often in the front of the classroom, sharing the responsibilities of lead instruction, with equally active, but possibly different, roles in a lesson. This approach can enhance teacher creativity, encourage collaboration, and energize students. This strategy should be used occasionally as more subtle student needs can be missed when grouping is not being used. flexibility and can be used for enrichment, remediation, assessment, or pre-teaching, as well as for using alternative methods of providing lesson input. All teachers participate in a maximum of 5 hours 30 minutes each month of professional development and planning for sharing in the Co-Teaching Instructional Model with their on-site colleagues. The planning sessions take place after school during contracted time. The Collective Teacher Efficacy and its Effect-Size will drive the work of teacher PLC teams.		
1.3	Technology - licenses Study Synch My Path supplemental	All Students	\$2000 Title I 5875 Technology Licenses Technology - licenses
1.4	English Language Development Strategy: Provide instructional support to staff and students that result in English Language Development and growth in English proficiency as well as access to grade level standards for students who are English learners. - Teachers and bilingual paraprofessionals will provide English Learners with ongoing literacy based tasks utilizing the ELPAC Essentials Supplemental Curriculum that mirrors the state English Language Proficiency Exam (ELPAC) - Co-Teaching Instructional Model Delivered by ELD Teacher (120 Contract) - ELD teacher will provide supplemental instruction in core classes	English Learners	

	for identified EL students on a more consistent basis utilizing our Co-Teaching Instructional Model. • Teachers to provide daily 30-minutes of designated English language development instruction for English Learners • Bilingual paraprofessionals, certificated staff, para educators and additional Classified staff will provide support for instruction of the core for identified EL students on a more consistent basis by providing support in core classes (math, science, and social studies) to increase language acquisition knowledge and skills that leads to proficiency of the English language that will enable students to meet the requirements of being reclassified. • Staff will provide scaffolds and instructional materials that support EL learners in accessing grade level standards. • District EL Coaches will provide support to classroom teachers		
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Goals, Strategies, & Proposed Expenditures

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

Goal 2

Title and Description of School Goal

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

Social-Emotional Behavioral

Delta Sierra Middle School 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 3: All students and families will feel safe and connected at school as measured by climate surveys, attendance data and behavioral data.

Differentiated Assistance: With the assistance of support staff and targeted intervention, English Learners, students with disabilities, and students experiencing homelessness will show growth in college and career readiness, math and ELA. Students experiencing homelessness will also show improvement in suspensions and chronic absenteeism.

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.

California Dashboard Data -

The 2025 California Dashboard showed the following progress results and targets for improvements from two indicators that impact Goal 2:

Chronic Absenteeism:

- Overall Performance: Orange (46.3% chronically absent, decreased by 2.1%)
- Student Groups in Red: African American (58%), White (60.5%).

Suspension Rate:

- Overall Performance: Orange (16.5%, decreased by 1%).
- Student Groups in Red: Hispanic (16%), Two or More Races (25%)

Local Data -

Based on Comprehensive Needs Assessment (CNA) with consultation with WestEd in December 2025, there were 11 parent/guardians, 10 students, 10 teachers representing the English Language Arts, Math, Science, Special Education, Physical Education, and Social Studies Departments from Delta Sierra Middle School that responded to the Stakeholder Group survey. This represents areas of school-wide interest as a result of constructive Focus Group input. Consistent themes emerged from Focus Group meetings related to Goal 2 centered on: student safety, support services, communication and ongoing input.

Additional Input Sessions for the development of the 2026-2027 School Plan for Student Achievement (SPSA) were held with the following Stakeholder Groups: English Learner Advisory Committee Friday, April 17, 2026 (parents input on orange color post it); Site Department Chairs on Monday, April 20, 2026 (department chairs input on fuchsias color post it); School Site Council on Tuesday, April 21, 2026 (parent, student, teacher, other school employee, and principal's input on purple color post it); and at PLC Staff Meeting on Wednesday, April 22, 2026, where (teachers recorded their input using yellow posits), stated the following: "Have actual consequences for poor behavior", "Quarterly field trips", "Rallies for grade levels", "BEHAVIOR, I can't teach and they can't learn", "After school interventions/detentions, Lunch/parents notified", "PBIS was not asked to present PD, PBIS lost planning time with staff", "Reverse suspensions, Parent/guardian must join kid in all classes", "Cell phone policy - Parent pick up", "More assemblies", "No chips policy"

Annual Measurable Outcomes

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

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
CA Dashboard - Chronic Absenteeism	2025 CA Dashboard – Chronic Absenteeism Indicator: The All-Student group will achieve yellow performance by reducing the chronic absenteeism rate by 3% or more, as reported on the 2025 CA Dashboard.	2026 CA Dashboard – Chronic Absenteeism Indicator: The All-Student group will maintain yellow (or better) performance by reducing the chronic absenteeism rate by 3% or more, as reported on the 2026 CA Dashboard.
CA Dashboard - Suspension Rate	2025 CA Dashboard – Suspension Indicator: The All-Student group will perform in the yellow band, with a decrease of 3% or more in the percentage of students suspended at least one day, as reported on the 2025 CA Dashboard.	2026 CA Dashboard – Suspension Indicator: The All-Student group will maintain the yellow band (or better), with a decrease of 3% or more in the percentage of students suspended at least one day, as reported on the 2026 CA Dashboard.
Positive Behavioral Interventions and Supports (PBIS) Implementation Fidelity	2025-2026 Local Data: Tier 1 TFI Score _95_% Tier 2 TIF Score _95_% Tier 3 TIF Score _80_%	2026-2027 Local Data: Tier 1 TFI Score _95_% Tier 2 TIF Score _95_% Tier 3 TIF Score _80_%
Panorama Survey	Domain: Increase Self Efficacy by Middle of the Year (MOY) data to 10% in 2026	Domain: Increase Self Efficacy by Middle of the Year (MOY) data to 5% in 2027

Strategies/Activities

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

Strategy/Activity #	Description	Students to be Served	Proposed Expenditures
2.1	Positive Behavioral Intervention and Supports Collaboration Educators engage in various activities aimed at enhancing student outcomes through a comprehensive and coordinated approach to PBIS strategies. Some key activities that may occur during PBIS collaboration time include: Leadership and Coordination: - Lead the implementation of PBIS within the school. - Coordinate efforts across the school community including administrators, teachers, staff, students, and families. - Facilitate regular team meetings to plan, monitor, and adjust PBIS initiatives. - Data Collection and Analysis: - Collect and analyze behavior data to identify trends and areas of concern. - Use data to make informed decisions about interventions and supports. - Monitor the effectiveness of PBIS strategies and interventions over time.	All Students	\$4500 Title I 1120 Teacher Temp Teacher Time Cards PBIS \$1376 Title I 3000 Benefits Benefits

	Developing and Implementing PBIS Systems: • Establish clear behavioral expectations (behavioral matrix) for all areas of the school. • Develop and implement a tiered system of supports (universal, targeted, intensive) based on student needs. • Design and implement proactive strategies to prevent challenging behaviors. Training and Professional Development: • Provide training to staff on PBIS principles, strategies, and practices. • Provide 6-Week Advisory Lessons to students as a school-wide instructional approach to include the following topics - Quarter 1: School-wide P.R.I.D.E. Expectations; Quarter 2: College and Career Interest, Aptitude, and Research Assessments - Part 1; Quarter 3: College and Career Readiness for Skill Development, Job-Market Exploration, Course Registration and 4-Year High School Planning; Quarter 4: Student Rewards, Incentives, and Acknowledgment Programs Support staff in implementing PBIS strategies in their classrooms and across the school environment. Collaborate with outside experts and resources to improve staff training. Supporting Staff and Students: • Offer guidance and resources to teachers and staff for implementing behavior interventions. • Provide direct support and guidance to students who require additional behavioral support. • Foster a positive and inclusive school culture through PBIS initiatives. Family and Community Engagement: • Involve families in PBIS activities and initiatives. • Communicate PBIS principles and expectations to families and gather their input and support. • Collaborate with community organizations Evaluation and Continuous Improvement: • Regularly evaluate the effectiveness of PBIS practices and interventions using the Tiered Fidelity Index - TFI. • Use evaluation findings to make data-driven decisions and improvements to the PBIS framework.		
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	• Ensure ongoing fidelity and sustainability of PBIS implementation. (Note: All collaboration time must be supported by documentation with attendees, dates, times, and details of the discussion. This documentation must be kept at the site and readily accessible for program monitoring.)		
2.2	Assemblies to support the school's curriculum and culture. The assemblies should include one or more of the following components: Real-World Connections: Educational assemblies often feature speakers or presentations that connect classroom lessons to real-world applications. This connection helps students understand the relevance of what they are learning and how it can be applied beyond the classroom. Community Building: Assemblies bring students, teachers, and sometimes parents together in a shared learning experience. They contribute to a sense of community within the school and promote positive relationships among attendees. Inspiration and Motivation: Guest speakers at assemblies can inspire students by sharing personal stories of success, perseverance, or overcoming challenges. Such stories can motivate students to work harder, set goals, and pursue their dreams. Addressing Important Topics: Assembly provides a platform to address critical issues such as bullying, mental health, diversity, and character development. They can facilitate open discussions and create awareness among students. Skill Development: Assemblies can be designed to focus on specific skills such as leadership, communication, or critical thinking. Workshops or interactive sessions during assemblies can help students develop these essential life skills. Celebration of Achievements: Assemblies can be used to recognize and celebrate student achievements, academic excellence, or extracurricular successes. This recognition boosts students' self-esteem and encourages them to excel. Award Assemblies to recognize students who demonstrate P.R.I.D.E. Positive Behavior Reinforcement: Assemblies can reinforce positive behavior and values through storytelling, role-playing, or interactive activities. They contribute to the overall positive culture of the school.	All Students	\$3000 Title I 5880 (Consultants) Conduct/Operate Assemblies
2.3	Teachers, staff, and administrators will continue to receive professional development to implement	Teachers and Staff	\$2000 Title I

	PBIS Tier I and Tiers II/III Framework to include appropriate interventions in the form of Other Means of Correction procedures for students who commit a violation of California Education Code 48900 that are non violent toward another person. The Other Means of Correction procedure includes parent contact and approval that will enable students who commit the violation to continue their school day receiving appropriate services in the On Campus Intervention Program if they comply with the terms of the Other Means of Correction requirements. Site Training for teachers on dealing with student behaviors in the classroom		5220 Conference Conference Registration, Travel, and Reimbursable Items
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Goals, Strategies, & Proposed Expenditures

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

Goal 3

Title and Description of School Goal

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

Parent Involvement

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

LCAP Goal to which this School Goal is Aligned

LCAP goal to which this school goal is aligned.

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

Differentiated Assistance: With the assistance of support staff and targeted intervention, English Learners, students with disabilities, and students experiencing homelessness will show growth in college and career readiness, math and ELA. Students experiencing homelessness will also show improvement in suspensions and chronic absenteeism.

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 Comprehensive Needs Assessment (CNA) with consultation with WestEd in December 2025, there were 11 parent/guardians from Delta Sierra Middle School that responded to the Stakeholder Group survey. This represents areas of parent interest as a result of constructive parent input. Steps that have been taken to increase parent involvement has been during Back to School & Title 1 Parent Information Night as well as Open House. The importance of parents to complete the surveys has been stressed and the link has been provided to encourage parent/guardians to complete as part of the weekly SMORES parent newsletter.

School Site Council (3 parent representatives) and English Learning Advisory Committee (6 parents) -

The parent representative(s) from the School Site Council's - English Learner Advisory Committee have indicated their responses to two questions

What is something about your school's program that you feel is good or beneficial for English Learners?

Answers to Question 1-

I would like that any student that understands the English language should help new students who don't understand the English language.

How to read and write in Spanish.

It would be important that students who know the English language help and motivate them like awarding them with a certificate or a program that validates their efforts for helping newcomers. We as parents can help and there should be books provided in different languages.

I think they benefit by helping other students that come new to Delta Sierra.

The inclusion educational alternatives.

Inclusion.

What is something you would like to see added or changed to improve your English learner program?

Answers to Question 2 -

I agree with the program I wouldn't change a thing.

I wouldn't change a thing.

During this period of time, I have seen a good learning improvement in my daughter this means this is a good program for the school.

For me and my student everything is fine for now. My student is getting the same support needed.

Information on how to help our children at home.

We need help with homework.

Additional Input Sessions for the development of the 2026-2027 School Plan for Student Achievement (SPSA) were held with the following Stakeholder Groups: English Learner Advisory Committee Friday, April 17, 2026 (parents input on orange color post it); Site Department Chairs on Monday, April 20, 2026 (department chairs input on fuchsias color post it); School Site Council on Tuesday, April 21, 2026 (parent, student, teacher, other school employee, and principal's input on purple color post it); and at PLC Staff Meeting on Wednesday, April 22, 2026, where (teachers recorded their input using yellow post its), stated the following: "Book Fairs, Multicultural Fairs", "Parent Center", "Lunch on the Lawn with families every quarter", "Invite parents/guardians to join their kid in class", "Raffle baskets for parent involved activities", "Robocalls when students are failing any class"

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
Weekly Parent Newsletter	Weekly Parent Newsletter Views using the SMORES System averages 320 views	Increase Parent Newsletter Views using the SMORES System by 5% percent
Parent Square Online System	Parent Square Online System - Establish From Baseline of Zero Use due to not being implemented yet	Increase Parent Square Online System - Schedule Conferences and Appointments by 5% percent
English Learner Advisory Committee - Sign in Log	English Learner Advisory Committee - ELAC Sign in Log average is 4 parents	Increase English Learner Advisory Committee - ELAC Sign in Log average by 1% percent

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	Increase meaningful parent involvement of English Learner (EL) families by fostering relationships, reducing barriers, and providing culturally and linguistically inclusive opportunities. Culturally Inclusive Family Workshops – Host interactive workshops on navigating the school system, supporting student learning at home, and understanding EL programs. Offer sessions at convenient times with childcare and food provided. Parent Leadership & Advocacy – Offer leadership training and opportunities for EL parents to serve on advisory committees (e.g., ELAC/DELAC) to amplify their voices in school decision-making. Flexible Volunteering Opportunities – Create accessible volunteer roles that accommodate different schedules, skill sets, and language abilities to encourage participation.	English Learners	\$375 Title I: Parent Involvement 4325 Food For Meetings Lite Refreshments
3.2	Student-Led Family Engagement Events – Encourage student-led events, such as multilingual literacy nights or cultural celebrations, to create a comfortable and engaging atmosphere that fosters parental participation. Home-School Partnerships – Develop a system where teachers and staff make personal outreach efforts (phone calls, home visits, etc.) to build relationships and provide guidance on how parents can support their child's education. ELAC - Establish a class for parents of EL to learn how to use technology such as Aeries, cell phones to access the school newsletter, Google Classroom, and school activities. Hold parent information sessions for parents to visit the College and Career Center, school library, and classes to learn about goals and services for themselves and their student. The school will implement after school College and Career Parent Workshop Sessions that involve individual volunteers, volunteers from community-based organizations, and district departments to implement programs and services for parents and students to hear from guest speakers from various job-clusters that are aligned with each students College and Career interest/aptitude assessments that were taken during the 6-Week Advisory Program during the school day using the School Links College and Career electronic system.	All Students	\$2871 Title I: Parent Involvement 4300 Materials supplies

3.3	School-Community Organized Events/Activities - Throughout the school year, there will be organized activities such as parent-teacher conferences, workshops, educational and social parent/student events, ELAC and SSC meetings, and volunteer opportunities to facilitate parent participation in the school community. *Host a Quarterly Parent Meeting *Advertise more for parent volunteers for activities on campus such as Field Days, Turkey Trot *Parent individual sponsor for rewards food, drinks, gift cards *Banners to hand around school for sponsors	All Students	\$375 Title I: Parent Involvement 4325 Food For Meetings Supplies
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Goals, Strategies, & Proposed Expenditures

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

Budget Summary

Complete the Budget Summary Table below. Schools may include additional information, and adjust the table as needed. The Budget Summary is required for schools funded through the Consolidated Application (ConApp).

Budget Summary

DESCRIPTION	AMOUNT
Total Funds Provided to the School Through the Consolidated Application	\$122,487.00
Total Funds Budgeted for Strategies to Meet the Goals in the SPSA	\$122,487.00
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	\$118,866.00
Title I: Parent Involvement	\$3,621.00
rCalc_TotbyFSGrpFederal_50_FundSrc}	\$

Subtotal of additional federal funds included for this school: \$122,487.00

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

State or Local Programs	Allocation (\$)
rCalc_TotbyFSGrpStateLocal_50_FundSrc}	\$

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

Total of federal, state, and/or local funds for this school: \$122,487.00

Budgeted Funds and Expenditures in this Plan

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

Funds Budgeted to the School by Funding Source

Funding Source	Amount	Balance
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Expenditures by Funding Source

Funding Source	Amount
Title I	118,866.00
Title I: Parent Involvement	3,621.00

Expenditures by Budget Reference

Budget Reference	Amount
1103 Prep Period Teacher 120%	47,587.00
1120 Teacher Temp	4,500.00
1150 Teacher Sub	3,000.00
3000 Benefits	13,763.00
4300 Materials	39,887.00
4325 Food For Meetings	750.00
5220 Conference	5,000.00
5872 Field Trips	3,000.00
5875 Technology Licenses	2,000.00
5880 (Consultants)	3,000.00

Expenditures by Budget Reference and Funding Source

Budget Reference	Funding Source	Amount
1103 Prep Period Teacher 120%	Title I	47,587.00
1120 Teacher Temp	Title I	4,500.00
1150 Teacher Sub	Title I	3,000.00

3000 Benefits	Title I	13,763.00
4300 Materials	Title I	37,016.00
5220 Conference	Title I	5,000.00
5872 Field Trips	Title I	3,000.00
5875 Technology Licenses	Title I	2,000.00
5880 (Consultants)	Title I	3,000.00
4300 Materials	Title I: Parent Involvement	2,871.00
4325 Food For Meetings	Title I: Parent Involvement	750.00

Expenditures by Goal

Goal Number	Total Expenditures
Goal 1	66,475.00
Goal 2	10,876.00
Goal 3	3,621.00
Goal 4	41,515.00

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
- 3 Parent or Community Members
- 3 Secondary Students

Name of Members	Role
Brad Watson	Principal
Isabelle Ochoa	Classroom Teacher
Israel McIntosh	Classroom Teacher
Sharon Ramos	Classroom Teacher
Kassi Pummel	Classroom Teacher
Gloria Allen	Other School Staff
Luapo Asifoa	Secondary Student
Alexis Xiong	Secondary Student
Rosie Suarez	Secondary Student
Theresa Eichenbaum	Parent or Community Member
Salanny Bazemore	Parent or Community Member
Stacey Martinez	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

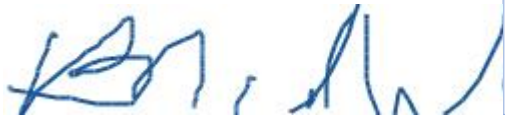
Other: English Learner Advisory Committee - ELAC held on April 17, 2026 (SPSA Approved)

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 April 28, 2026.

Attested:




Principal, Brad Watson on 04-29-2026

SSC Chairperson, Theresa Eichenbaum on 04-29-2026