

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
Davis Elementary School	39685856042055	4/28/2026	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 Davis Elementary School for meeting ESSA's planning requirements for Schoolwide Plan Program (SWP) in alignment with the LCAP and other federal, state, and local programs.

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

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Plan Description

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

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

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

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

Strategies to Address Goal #1 for ESSA Compliance:

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

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

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

Strategies to Address Goal #2 for ESSA Compliance:

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

Goal #3: Safe and Connected School Environment

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

Strategies to Address Goal #3 for ESSA Compliance:

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

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

Educational Partner Involvement

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

Involvement Process for the SPSA and Annual Review and Update

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

Phase One: Comprehensive Needs Assessment

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

and systems and provide internal perspectives on current practices.

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

Phase Two: Root Cause Analysis

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

Phase Three: SPSA Plan Development

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

Ongoing Engagement and Continuous Improvement

- The school will continue to engage educational partners throughout the year to review progress and guide ongoing improvement of the School Plan for Student Achievement (SPSA). The School Site Council (SSC) will serve as a central structure for monitoring the implementation of strategies, reviewing student data, and discussing adjustments to actions based on evidence of impact. The English Learner Advisory Committee (ELAC) and other parent advisory groups will also be provided opportunities to review progress and offer input, ensuring that the needs of English learners and other student groups remain a focus of the school's improvement efforts.
- Staff collaboration will also support the ongoing implementation of the plan. Regular opportunities during staff and team meetings will be used to review data, reflect on instructional practices, and make adjustments to strategies as needed to better support student learning.
- The school will continue to communicate updates and gather feedback from the broader school community through multiple channels, such as newsletters, school communication platforms, parent meetings, and translated materials to ensure accessibility for all families. Student perspectives will also be incorporated through a variety of opportunities, such as surveys, classroom discussions, and student leadership forums.
- Through continued collaboration and communication with educational partners, the school will use the SPSA as a living plan that guides improvement efforts and responds to the evolving needs of students and the school community.

Comprehensive Needs Assessment Components

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

California School Dashboard (Dashboard) Indicators

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

A review of the 2025 California School Dashboard and local data indicates several areas requiring continued improvement at Davis Elementary.

- In English Language Arts, students continue to perform significantly below standard, remaining in the Red performance band. While some incremental growth has been observed, overall performance indicates that students are not yet meeting grade-level expectations, highlighting the need to strengthen core literacy instruction and accelerate student learning outcomes.

- In Mathematics, students progressed to the Yellow performance band, but are still performing well below standard. Although modest gains have occurred, a substantial percentage of students continue to demonstrate below-grade-level performance. This indicates a continued need to strengthen Tier 1 instruction, increase opportunities for mathematical discourse, and provide targeted intervention to address skill gaps.
- English Learner Progress data shows that approximately 49.4% of English Learners are making progress toward English language proficiency. While this reflects some improvement, outcomes remain below desired levels, indicating the need for continued focus on designated and integrated English Language Development (ELD), as well as targeted academic supports to ensure English Learners can access grade-level content.
- Local DIBELS data further highlights significant needs in early literacy. Middle-of-year data indicates that approximately 50% of students are performing well below benchmark, with only 38% at or above benchmark. These results demonstrate that a majority of students are not meeting foundational reading expectations, emphasizing the need for stronger Tier 1 literacy instruction, consistent progress monitoring, and targeted intervention in early grades.
- Additional areas of concern include chronic absenteeism and suspension rates. Chronic absenteeism remains elevated, impacting student access to consistent instruction. Suspension data also indicates disparities among student groups, particularly for students with disabilities, highlighting the need for stronger Tier 1 behavioral supports and consistent implementation of PBIS practices to improve school climate and reduce lost instructional time.
- Findings from the Comprehensive Needs Assessment (CNA) further identify high-leverage areas for improvement aligned to the Four Domains for Rapid School Improvement. Specifically, Practice 1.2 (Monitor short- and long-term goals) indicates a need to strengthen schoolwide systems for tracking progress toward instructional goals, ensuring alignment between formative data, SPSA goals, and instructional practices. Additionally, Practice 3.1 (Diagnose and respond to student learning needs) highlights the need for more consistent use of data during collaborative planning to identify root causes of student performance and adjust instruction accordingly.
- Teacher feedback also indicates a need for more targeted professional learning opportunities and clearer instructional expectations. Strengthening systems for professional development, collaboration, and feedback will support more consistent implementation of effective instructional practices across classrooms.

In response to these findings, Davis Elementary is prioritizing strategies focused on strengthening Tier 1 instruction, expanding targeted intervention supports, improving the use of data to guide instruction, and enhancing professional learning systems. The school is also focusing on improving attendance, strengthening PBIS implementation, and increasing family engagement to support student success. These efforts are designed to improve student outcomes across academic and non-academic areas while ensuring more consistent and equitable access to high-quality instruction and support.

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.

After reviewing the available data, it was found that at Davis Elementary School, Students with Disabilities (Red) performed two performance levels lower than the "All Students" group (Yellow), according to the 2025 Mathematics indicator on the CA Dashboard. Additionally, Students identified as White (Red) also performed two performance levels below the "All Students" group (Yellow) based on the 2025 Chronic Absenteeism indicator from the CA Dashboard.

Mathematics (Yellow Overall Performance)

- All Students: 91.6 points below standard

Significant gaps:

- Students with Disabilities: 151.2 points below standard (Red)

Chronic Absenteeism (Yellow Overall Performance)

- All Students: 27.2% chronically absent

Significant gaps:

- White: 34% chronically absent (Red).

Steps taken to address significant gaps:

- To address these areas, Davis Elementary is working to strengthen rigorous, evidence-based instruction, clearly define teacher performance expectations, provide targeted professional development, and use student data to drive instruction and interventions. The school is also expanding family engagement efforts to support student learning and attendance.

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

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

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

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

The implementation of strategies to support academic growth was partially effective. The school implemented MTSS structures, including core instruction, targeted interventions, data conferences, and instructional coaching through the ELA and Math TOSAs.

In early literacy, some progress was observed; however, DIBELS data indicates that a majority of students continue to perform below benchmark, demonstrating a need for stronger and more consistent Tier 1 instruction and intervention.

Mathematics outcomes showed limited growth, with overall performance remaining below expectations. English Learner Progress showed improvement, indicating that targeted supports were effective for this subgroup.

Overall, while key systems and supports were in place, inconsistent implementation across grade levels limited the overall effectiveness of the goal.

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

While most strategies were implemented as planned, some adjustments were made due to staffing and capacity limitations. As a result, allocated funds were redirected to support professional development, instructional coaching, and MTSS collaboration time. These adjustments allowed the school to continue focusing on improving instructional practices and supporting student learning within the existing staffing structure.

Additionally, variability in staffing (including vacancies and long-term substitutes in key grade levels) impacted the consistency of implementation of Tier 1 instruction and intervention supports. These challenges contributed to uneven outcomes across grade levels, particularly in early literacy.

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.

Based on this analysis, several refinements have been made to strengthen the effectiveness of Goal 1 in the 2026–2027 SPSA:

- *Strengthened Tier 1 instruction expectations, including protected literacy blocks and explicit, systematic phonics instruction
- *Enhanced progress monitoring systems, including more frequent DIBELS data reviews and MTSS data conferences
- *Expanded targeted intervention supports, particularly in K–2, to address the high percentage of students performing below benchmark
- *Continued and refined use of instructional coaching to support consistent implementation of evidence-based practices

These changes are designed to address identified gaps in early literacy, improve consistency of instruction, and ensure stronger alignment between data, instruction, and intervention systems across the school.

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

Davis Elementary School 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.

The implementation of strategies to support social-emotional learning and behavior was partially effective. The school implemented PBIS systems, SEL supports, and MTSS structures to address student needs. Some improvements were observed in attendance and access to supports; however, suspension rates and inconsistent Tier 1 implementation limited overall effectiveness.

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

Most strategies were implemented as planned; however, some activities were limited due to staffing and capacity constraints. Planned assemblies and engagement opportunities were reduced, and inconsistent implementation of Tier 1 PBIS supports impacted outcomes.

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.

- *Strengthen Tier 1 PBIS implementation and consistency
- *Increase schoolwide SEL activities and engagement opportunities
- *Expand mental health and Tier 2 supports through MTSS
- *Increase focus on student engagement systems and connectedness
- *Maintain focus on reducing chronic absenteeism

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.

The implementation of strategies to support parent and family engagement was partially effective. The school provided opportunities for family participation through events, conferences, and communication systems. Strong participation was observed in select events; however, engagement was inconsistent across activities. Additional outreach and communication efforts are needed to increase meaningful participation, particularly among underrepresented families.

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

Most strategies were implemented as planned; however, some family engagement events and activities were adjusted due to staffing and participation limitations. Resources were redirected to support communication systems and targeted outreach efforts to increase family engagement.

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.

Based on this analysis, the following changes have been made:

- *Increased focus on family engagement opportunities to improve participation
- *Strengthened communication systems and outreach efforts to families
- *Expanded supports for English Learner family engagement
- *Increased emphasis on building strong home-school partnerships through outreach and relationship-building

These changes are reflected in the Strategies/Activities and Annual Measurable Outcomes sections of Goal 3.

Goals, Strategies, & Proposed Expenditures

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

Goal 1

Title and Description of School Goal

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

Academic Growth and Achievement

By Spring 2026, Davis Elementary will improve student outcomes in English Language Arts, Mathematics, and English Learner Progress, as measured by the California Dashboard and district i-Ready assessments, through strengthening Tier 1 core instruction and providing targeted Tier 2 supports within the MTSS framework.

Aligned with three-year California Dashboard trends, the school will reduce English Language Arts distance from standard by 5 points, reduce Mathematics distance from standard by 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 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 8 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.

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.

Based on review of Dashboard and local data, Davis Elementary continues to demonstrate significant academic need in early literacy and overall achievement:

*California Dashboard data indicates ELA and Math remain in the Red performance band, with students performing significantly below standard.

*English Learners and other student groups continue to show persistent achievement gaps.

DIBELS (Primary Area of Need):

*2025–2026 MOY data shows:

49% Well Below Benchmark

12% Below Benchmark

39% At/Above Benchmark

This indicates that a majority of students are not meeting early literacy expectations, requiring stronger Tier 1 instruction, consistent progress monitoring, and targeted intervention.

Additional needs include:

*Inconsistent differentiation in core instruction

*Need for stronger MTSS systems and data use

*Gaps in foundational literacy skills in K–2

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: 76.5 points below standard	2026 Dashboard: Reduce distance from standard to 71.5 points below standard.
CA Dashboard: Mathematics Distance from Standard	2025 CA Dashboard: 91.6 points below standard	2026 Dashboard: Reduce distance from standard to 85.6 points below standard.
CA Dashboard: English Learner Progress	2025 CA Dashboard: 49.4% making progress	2026 Dashboard: Increase to 52.4% making progress.
i-Ready ELA MOY: Distance from Standard	(MOY 2026): 64.86 points below standard	(MOY 2027): Reduce distance from standard to 54.86 points below standard.
i-Ready Math MOY: Distance from Standard	(MOY 2026): 31.14 points below standard	(MOY 2027): Reduce distance from standard to 23.14 points below standard.
K-2 DIBELS	39% at/above benchmark 49% well below English Learners: ~19-24% at/above	45% at/above benchmark (+6%) 43% well below (-6%) English Learners: +5% increase

Strategies/Activities

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

Strategy/Activity #	Description	Students to be Served	Proposed Expenditures
1.1	<p>District ELA TOSA will play a pivotal role in advancing initiatives for K-3 early reading, tailored for our diverse student population. Collaborating with teachers, site administrators, and district leadership, they will provide specialized expertise, support, and guidance in implementing evidence-based early reading strategies. Serving as an intervention teacher and resource, the ELA TOSA will enhance early literacy instruction to improve literacy outcomes for K-3 students.</p> <p>Modeling Lessons and Small Group Instruction: * Available to model or co-teach SIPPS or Amplify lessons. * Support teachers in delivering effective lessons. * Provide flexible, short-term small group instruction</p> <p>Collaboration/Scheduling/Planning: * Work with site administrators to give input on professional development based on needs. * Work with the site principal to develop schedules for interventions, CORE visits, and data conferences. * Maintain consistent communication and interaction with administrators.</p> <p>Assessment Support:</p>	Grades K-3	\$ Central Title I 1900 Other Cert Salaries District Funded ELA TOSA

	<p>* Assist in DIBELS and SIPPS testing as needed.</p> <p>* Progress monitors own intervention students every 3 to 6 weeks.</p> <p>* Provide assistance to teachers with testing timelines.</p>		
1.2	<p>District Math TOSA will play a pivotal role in advancing math initiatives for K-6, tailored for our diverse student population. Collaborating with teachers, site administrators, and district leadership, they will provide specialized expertise, support, and guidance in implementing evidence-based mathematical strategies. Serving as an intervention teacher and resource, the Math TOSA will enhance math instruction to improve educational outcomes for K-6 students. The Math TOSA will provide targeted, Tier 2 supplemental math instruction to identified students in grades 3–6 using a data-driven and collaborative approach. Support will primarily be delivered using a push-in model during core instruction times, supplemented with small-group intervention as needed.</p> <p>Math TOSA Organizational Consistencies:</p> <ul style="list-style-type: none"> • Primarily support grades 3-6 • Select two grade levels to provide targeted support • Tiered support in two ways- • Push-in support to students within targeted grade level that are performing within the yellow/red band on (explore/refine days) • Pull-out support only for students in the Low Performing/Low Growth (red) band • Minimum 20 minutes/2 days weekly • Attend & participate in all data conferences for grades 3-6 • Attend & participate in all SSTs for students who are receiving intervention support from the TOSA. <p>Modeling Lessons and Small Group Instruction:</p> <p>* Available to model or co-teach iReady or problem-solving lessons.</p> <p>* Support teachers in delivering effective lessons.</p> <p>* Provide flexible, short-term small group instruction</p> <p>Collaboration/Scheduling/Planning:</p> <p>* Work with site administrators to give input on professional development based on needs.</p> <p>* Work with the site principal to develop schedules for interventions, math support visits, and data conferences.</p> <p>* Maintain consistent communication and interaction with administrators.</p> <p>Assessment Support:</p> <p>* Assist in iReady testing as needed.</p> <p>* Progress monitors own intervention students every 3 to 6 weeks.</p>	Grades 3-6 students	\$ Central Title I 1900 Other Cert Salaries District Funded Math TOSA

	* Provide assistance to teachers with testing timelines.		
1.3	<p>MTSS Data Conferences and Analysis</p> <p>Provide release time for teachers to:</p> <ul style="list-style-type: none"> * Analyze universal screeners and state/local data to identify trends and areas for improvement. * Collaborate, plan, and respond with best practices. * Foster collaboration among teachers to develop targeted intervention strategies. * Tailor instructional practices based on data insights to address diverse student needs. * Include specialists such as speech therapists, resource specialists, intervention teachers, counselor-tiered approach while considering the whole child. * Use Data Collection Sheets to track individual student progress. * Evaluate intervention effectiveness and instructional strategies for continuous improvement. 	All Students	<p>\$10000</p> <p>Title I</p> <p>1150 Teacher Sub</p> <p>Subs for MTSS Data</p> <p>Conferences</p> <p>\$2498</p> <p>Title I</p> <p>3000 Benefits</p> <p>Sub Benefits</p>
1.4	<p>Professional Development Opportunities through conferences and consultant 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.</p>	All Students	<p>\$10000</p> <p>Title I</p> <p>5220 Conference</p> <p>Provide Conference</p> <p>opportunities for teachers and</p> <p>staff</p> <p>\$20000</p> <p>Title I</p> <p>5800 Prof and</p> <p>Operating/Consultants</p> <p>Contract with consultants for</p> <p>onsite professional</p> <p>development</p>
1.5	<p>Supplemental Materials and Resources: Books, Duplicating, Software Licenses, AVID Supplies</p> <p>Ensure students have access to:</p> <ul style="list-style-type: none"> • supplemental books, duplicating services, study trips, assemblies, and software licenses to support instruction aligned with Common Core standards and interventions. • supplemental reading for summer learning. • STEM materials to support Math and Science instruction. <p>AVID Supplies: Teachers will implement the organizational component of AVID to support all learners. All K-6 classrooms will utilize Advancement Via Individual Determination (AVID) WICOR strategies to standardize Tier 1 high-quality first instruction.</p>	All Students	<p>\$14996</p> <p>Title I</p> <p>4300 Materials</p> <p>List AVID Supplies:</p> <p>Binders</p> <p>Dividers</p> <p>Pencil Boxes</p> <p>Notebooks</p> <p>Journals</p> <p>Planners</p> <p>Whiteboards/Markers</p> <p>Organizational Materials</p> <p>\$11648</p> <p>Title I</p> <p>4200 Books</p> <p>Provide supplemental books</p> <p>for leveled reading</p> <p>\$2500</p> <p>Title I</p> <p>4200 Books</p> <p>Purchase subscription to</p> <p>Scholastic News to provide</p> <p>access to high-engagement</p> <p>articles and lesson plans</p> <p>\$8000</p> <p>Title I</p>

			4200 Books Purchase supplemental curriculum to support in ELA and ELD instruction \$6000 Title I 4300 Materials Purchase STEM kits and materials
1.6	MTSS (Multi-Tiered System of Supports) Collaboration Educators engage in various activities aimed at enhancing student outcomes through a comprehensive and coordinated approach to intervention and instruction. Some key activities that may occur during MTSS collaboration time include: <ul style="list-style-type: none"> • Data Review and Analysis: Educators examine student data to identify patterns, trends, and areas of need across academic, behavioral, and social-emotional domains. This analysis informs decision-making for tiered interventions. • Progress Monitoring: Teams review progress monitoring data to assess the effectiveness of current interventions and determine if adjustments are needed to support student growth. • Problem-Solving Discussions: Educators engage in collaborative problem-solving to address challenges faced by students within the MTSS framework. This involves brainstorming strategies, sharing expertise, and leveraging resources to support student success. • Curriculum Planning and Differentiation: Teams collaborate to align curriculum with intervention goals, ensuring that instruction is differentiated to meet the diverse needs of students across tiers of support. • Professional learning and Development: Educators participate in professional development sessions focused on evidence-based practices, intervention strategies, and data-driven decision-making within the MTSS framework. • Parent and Community Engagement Planning: Teams discuss strategies for involving parents and community stakeholders in supporting student success within the MTSS model, including communication strategies and outreach efforts. • Implementation Review and Reflection: Educators reflect on the implementation of interventions, sharing successes and challenges, and refining strategies 	All students	\$0 Title I 1150 Teacher Sub Provide subs for teachers to attend District and Site Professional Development; See 1.3 \$0 Title I 3000 Benefits Sub Benefits; See 1.3 \$3500 Title I 1120 Teacher Temp Provide timecards for teachers to collaborate on MTSS data conferencing and analysis, engage in Professional Learning Communities \$876 Title I 3000 Benefits Teacher benefits

	<p>based on ongoing feedback and evaluation.</p> <ul style="list-style-type: none"> • Collaborative Team Meetings: Grade-level or subject-specific teams come together to coordinate efforts, share insights, and align interventions to ensure continuity and coherence in support provided to students. • Resource Allocation and Coordination: Teams discuss resource allocation, including staffing, materials, and technology, to optimize support for students at different tiers of the MTSS framework. • Documentation and Record-Keeping: Educators maintain detailed documentation of interventions, progress monitoring data, and outcomes to ensure accountability and inform future decision-making. <p>(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.)</p>		
1.7	<p>ELD Instruction and Instructional Support</p> <p>Ensure designated and integrated English Language Development (ELD) instruction, including daily 30-minute designated ELD and targeted support for English Learners within literacy instruction.</p>	English Learners	
1.8	<p>Educational Assemblies to support the school's curriculum and culture.</p> <p>The assemblies should include one or more of the following components.</p> <ul style="list-style-type: none"> • 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. 	All Students	<p>\$0</p> <p>See SEL 2.2 for funding allocation</p>

	<ul style="list-style-type: none"> • 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. • 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. 		
<p>1.9</p>	<p>Study Trips Supplementing Grade-Level Core Curriculum:</p> <p>Study trips to supplement grade-level core curriculum is to provide students with experiential learning opportunities that deepen their understanding of academic concepts and enrich their educational experiences. The following activities outline the framework for these study trips:</p> <ul style="list-style-type: none"> • Pre-Trip Preparation: Educators plan and prepare students for the study trip by aligning the objectives with grade-level core curriculum standards. • Curriculum Integration: Study trips will be carefully designed to integrate with the core curriculum of each grade level. • Hands-On Learning Experiences: Students will engage in hands-on activities, experiments, or demonstrations during the trip that complement classroom learning. • Guided Exploration: Educators will facilitate guided exploration of the study trip location, pointing out relevant connections to classroom topics and encouraging students to make observations and ask questions. • Interdisciplinary Connections: Study trips may incorporate interdisciplinary connections by exploring how different subject areas intersect in real-life settings. • Reflective Activities: After the trip, students will participate in reflective 	<p>All Students</p>	<p>\$22000 Title I 5872 Field Trips Provide study trip opportunities for students to connect and extend their learning.</p>

	<p>activities such as journaling, group discussions, or presentations to process their experiences and make connections to the core curriculum.</p> <ul style="list-style-type: none">• Skill Development: Study trips will provide opportunities for students to develop essential skills such as critical thinking, communication, collaboration, and problem-solving in authentic settings.• Follow-Up Learning: Educators will incorporate follow-up activities and assessments back in the classroom to reinforce learning from the study trip and assess its impact on student understanding and retention of core curriculum concepts.		
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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

Davis Elementary will strengthen a safe, supportive, and inclusive school environment by improving social-emotional and behavioral outcomes through a Multi-Tiered System of Supports (MTSS) and Positive Behavioral Interventions and Supports (PBIS). The school will reduce chronic absenteeism and suspension rates while increasing students' sense of belonging and connectedness.

LCAP Goal to which this School Goal is Aligned

LCAP goal to which this school goal is aligned.

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

Identified Need

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

Based on Dashboard and local data, Davis Elementary has identified ongoing needs in student behavior, attendance, and school climate:

- *Chronic Absenteeism: 34.7% (Yellow), with higher rates among specific student groups
- *Suspension Rate: 7.6% (Yellow), with significant disparities for students with disabilities
- *Panorama Survey Data: Declines in sense of belonging and social awareness
- *PBIS implementation shows progress but inconsistent fidelity across tiers

These data indicate the need for:

- *Stronger Tier 1 universal supports
- *More consistent Tier 2 interventions
- *Improved school climate and student connectedness

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: ALL Student Group Yellow - 34.7%	2026 CA Dashboard Chronic Absenteeism Indicator: Reduction of 5%
CA Dashboard: Suspension Rate	2025 CA Dashboard Suspension Indicator: ALL Student Group Yellow - 7.6%	2026 CA Dashboard Suspension Indicator: Reduction of 5%
PBIS Tiered Fidelity (TFI)	2025-2026 Local Data Tier 1 TFI Score: 87% Tier 2 TFI Score: 92% Tier 3 TFI Score: 76%	2026-2027 Local Data Tier 1 TFI Score: 92% Tier 2 TFI Score: 97% Tier 3 TFI Score: 81%
Panorama Survey	2025-2026 Panorama Survey: *55% of Grade 3-5 students reported a Sense of Belonging *51% of Grade 3-5 students reported a Sense of Social Awareness	2026-2027 Panorama Survey: *60% of Grade 3-5 students will report a Sense of Belonging, reflecting a 5% increase from 2025-2026

*56% of Grade 3-5 students will report a Sense of Social Awareness, reflecting a 5% increase from 2025-2026.

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	<p>Positive Behavioral Intervention and Supports Collaboration</p> <p>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:</p> <p>Leadership and Coordination:</p> <ul style="list-style-type: none"> • 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. <p>Data Collection and Analysis:</p> <ul style="list-style-type: none"> • 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. <p>Developing and Implementing PBIS Systems:</p> <ul style="list-style-type: none"> • 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. <p>Training and Professional Development:</p> <ul style="list-style-type: none"> • Provide training to staff on PBIS principles, strategies, and practices. • Support staff in implementing PBIS strategies in their classrooms and across the school environment. • Collaborate with outside experts and resources to improve staff training. <p>Supporting Staff and Students:</p>	All Students	<p>\$0 Title I</p> <p>See Academic Growth and Achievement 1.6 for Funding Allocation</p>

	<ul style="list-style-type: none"> • 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. <p>Family and Community Engagement:</p> <ul style="list-style-type: none"> • 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: <ul style="list-style-type: none"> • Regularly evaluate the effectiveness of PBIS practices and interventions. • Use evaluation findings to make data-driven decisions and improvements to the PBIS framework. • Ensure ongoing fidelity and sustainability of PBIS implementation. <p>(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.)</p>		
<p>2.2</p>	<p>Assemblies to support the school's curriculum and culture.</p> <p>The assemblies should include one or more of the following components:</p> <ul style="list-style-type: none"> • 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 	<p>All Students</p>	<p>\$7000 Title I 5800 Prof and Operating/Consultants Provide assemblies to connect classroom lessons to real-world applications</p>

	<p>issues such as bullying, mental health, diversity, and character development. They can facilitate open discussions and create awareness among students.</p> <ul style="list-style-type: none"> • Skill Development: Assemblies can be designed to focus on specific skills such as leadership, communication, or critical thinking. Workshops or interactive sessions during assemblies can help students develop these essential life skills. • Celebration of Achievements: Assemblies can be used to recognize and celebrate student achievements, academic excellence, or extracurricular successes. This recognition boosts students' self-esteem and encourages them to excel. • Positive Behavior Reinforcement: Assemblies can reinforce positive behavior and values through storytelling, role-playing, or interactive activities. 		
2.3	Provide additional mental health support services focused on Tier 1 and Tier 2 interventions for general education students, aimed at proactively addressing students' social-emotional learning (SEL) needs.	All Students	\$1000 Title I 2230 MHT Time Card Provide timecard for Mental Health Clinician to support General Education SEL needs \$390 Title I 3000 Benefits Benefits for MHC
2.4	Effective Implementation of Ron Clark Academy to build positive relationships and connections to school through use of RCA House App	All Students	\$2000 Title I 5875 Technology Licenses RCA House Point App

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

Davis Elementary will strengthen family engagement by increasing meaningful opportunities for parent participation, improving communication systems, and fostering collaborative partnerships between school and home to support student achievement.

LCAP Goal to which this School Goal is Aligned

LCAP goal to which this school goal is aligned.

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

Identified Need

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

Based on the Comprehensive Needs Assessment and stakeholder input:

*While family participation is strong in some areas, engagement in decision-making and leadership opportunities is limited

*Participation rates vary:

*Back to School Night: 56.6%

*Parent-Teacher Conferences: 89.3%

*Online Data Confirmation: 60.5%

There is a need to:

*Increase consistent participation across all events

*Improve communication systems

*Strengthen engagement of English Learner families

*Provide more inclusive and accessible opportunities for involvement

Annual Measurable Outcomes

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

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Back to School Night Attendance	In 2025-2026, 51.1% of families attended Back to School Night.	In 2026-2027, 62% of families will attend Back to School Night.
Parent-Teacher Conference Attendance	In 2025-2026, 80.83% of families attended Parent-Teacher Conferences.	In 2026-2027, 85.83% of families will attend Parent-Teacher Conferences.
Online Data Confirmation Completion	In 2025-2026, 61% of families completed the Online Data Confirmation.	In 2026-2027 61% of families will complete the Online Data Confirmation.
Parent Newsletter Engagement (S'more)	In 2025-2026, the S'more Parent Newsletter averaged 475 views.	In 2026-27, the S'more Parent Newsletter will average 500 views.

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	<p>Provide school-community events (Back to School Night, conferences, ELAC, SSC, workshops, family events) to increase parent participation and engagement.</p> <p>Activities: *Host Back to School Night, conferences, ELAC/SSC meetings, and family workshops to increase participation. *Provide family engagement events (literacy nights, math nights, student showcases) throughout the year.</p>	All Students	\$500 Title I: Parent Involvement 4325 Food For Meetings Provide light refreshments for meetings \$500 Title I: Parent Involvement 2120 Para Temp Provide Para Timecard for Parent Events \$194 Title I: Parent Involvement 3000 Benefits Benefits for Para Timecard \$1000 Title I: Parent Involvement 5800 Prof and Operating/Consultants Provide Assemblies for parents/families
3.2	<p>Increase meaningful parent involvement of English Learner (EL) families by fostering relationships, reducing barriers, and providing culturally and linguistically inclusive opportunities.</p> <ul style="list-style-type: none"> • 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 Cafés" & Listening Circles – Organize informal gatherings where EL parents can share their experiences, voice concerns, and collaborate on school initiatives in a welcoming, culturally affirming space. • 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	\$660 Title I: Parent Involvement 4200 Books Provide books in Spanish to foster literacy

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	\$
Total Funds Budgeted for Strategies to Meet the Goals in the SPSA	\$125,262.00
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	\$122,408.00
Title I: Parent Involvement	\$2,854.00
rCalc_TotbyFSGrpFederal_50_FundSrc}	\$

Subtotal of additional federal funds included for this school: \$125,262.00

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

State or Local Programs	Allocation (\$)
	\$0.00
rCalc_TotbyFSGrpStateLocal_50_FundSrc}	\$

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

Total of federal, state, and/or local funds for this school: \$125,262.00

Budgeted Funds and Expenditures in this Plan

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

Funds Budgeted to the School by Funding Source

Funding Source	Amount	Balance
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Expenditures by Funding Source

Funding Source	Amount
	0.00
Title I	122,408.00
Title I: Parent Involvement	2,854.00

Expenditures by Budget Reference

Budget Reference	Amount
	0.00
1120 Teacher Temp	3,500.00
1150 Teacher Sub	10,000.00
2120 Para Temp	500.00
2230 MHT Time Card	1,000.00
3000 Benefits	3,958.00
4200 Books	22,808.00
4300 Materials	20,996.00
4325 Food For Meetings	500.00
5220 Conference	10,000.00
5800 Prof and Operating/Consultants	28,000.00
5872 Field Trips	22,000.00
5875 Technology Licenses	2,000.00

Expenditures by Budget Reference and Funding Source

Budget Reference	Funding Source	Amount
		0.00
	Title I	0.00
1120 Teacher Temp	Title I	3,500.00
1150 Teacher Sub	Title I	10,000.00
2230 MHT Time Card	Title I	1,000.00
3000 Benefits	Title I	3,764.00
4200 Books	Title I	22,148.00
4300 Materials	Title I	20,996.00
5220 Conference	Title I	10,000.00
5800 Prof and Operating/Consultants	Title I	27,000.00
5872 Field Trips	Title I	22,000.00
5875 Technology Licenses	Title I	2,000.00
2120 Para Temp	Title I: Parent Involvement	500.00
3000 Benefits	Title I: Parent Involvement	194.00
4200 Books	Title I: Parent Involvement	660.00
4325 Food For Meetings	Title I: Parent Involvement	500.00
5800 Prof and Operating/Consultants	Title I: Parent Involvement	1,000.00

Expenditures by Goal

Goal Number	Total Expenditures
Goal 1	112,018.00
Goal 2	10,390.00
Goal 3	2,854.00

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
Magenda Cruz	Principal
Megan Cagle	Classroom Teacher
Cristina Dutra	Classroom Teacher
Tim Peck	Classroom Teacher
Robert Magana	Other School Staff
Mayra Barreras	Parent or Community Member
Paul Cagle	Parent or Community Member
Myra Christensen	Parent or Community Member
Florina Hernandez	Parent or Community Member
Virginia Popish	Parent or Community Member

At elementary schools, the school site council must be constituted to ensure parity between (a) the principal, classroom teachers, and other school personnel, and (b) parents of students attending the school or other community members. Classroom teachers must comprise a majority of persons represented under section (a). At secondary schools there must be, in addition, equal numbers of parents or other community members selected by parents, and students. Members must be selected by their peer group.

Recommendations and Assurances

The School Site Council (SSC) recommends this school plan and proposed expenditures to the district governing board for approval and assures the board of the following:

The SSC is correctly constituted and was formed in accordance with district governing board policy and state law.

The SSC reviewed its responsibilities under state law and district governing board policies, including those board policies relating to material changes in the School Plan for Student Achievement (SPSA) requiring board approval.

The SSC sought and considered all recommendations from the following groups or committees before adopting this plan:

Signature

Committee or Advisory Group Name

Sonia. Castello

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 4/28/26.

Attested:

M Cruz

Principal, Magenda Cruz on 4/28/26

M Cagle

SSC Chairperson, Megan Cagle on 4/28/26