School Year: **2026-27**

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

School Name	County-District-School (CDS) Code	Schoolsite Council (SSC) Approval Date	Local Board Approval Date
Creekside Elementary School	39685856104038	4/30/2026	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 Creekside 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 Creekside 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: Self-Reflection
The process began with a self-reflection phase in December 2025, during which 30 members of the school's instructional team, including teachers, administrators, and support staff, participated in the Four Domains CALL (Comprehensive Assessment of Leadership for Learning) survey. School leaders also completed a reflective self-assessment tool to evaluate practices aligned to the Four Domains for Rapid School Improvement. These tools captured internal perspectives on leadership, instruction, culture, and systems.

Phase Two: Quantitative Data and Artifact Review

In the second phase, the team analyzed Lodi Unified's accountability data, such as student attendance and achievement data found on the school's report card, alongside artifacts provided by the school. These artifacts included School Plan for Student Achievement (SPSA) Page 4 of 35 Creekside Elementary School
examples of instructional practices, intervention supports, and systems for behavior and family engagement. This triangulation of perception data and hard evidence provided a well-rounded understanding of school performance.

Phase Three: Onsite Engagement
The third phase emphasized direct engagement with the school community through onsite interviews and focus groups. Stakeholders included 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 all utilized to gather input, validate findings, and build consensus around the school's strengths and areas for growth. These forums ensured that all voices were heard and valued in shaping the SPSA.

Ongoing Engagement and Continuous Improvement

Our school is committed to ongoing collaboration with educational partners throughout the year to monitor progress and make necessary adjustments to the SPSA. The SSC will continue to serve as a key structure for reviewing data, evaluating the implementation of strategies, and refining actions based on impact. ELAC and parent advisory groups will receive regular updates and provide feedback to ensure alignment with the needs of English learners and other subgroups. Staff meetings will include regular time for reviewing data, adjusting instructional strategies, and ensuring that actions remain relevant and targeted.

To maintain clear and consistent communication with all stakeholders, we will use multiple strategies, including monthly newsletters, school-wide messaging apps, dedicated SPSA updates during parent meetings, and translated communications to reach all families. Student voice will continue to be elevated through classroom circles, surveys, and student leadership forums.

This inclusive and collaborative approach ensures that the SPSA is not only a reflection of data but also of the shared vision and priorities of the entire school community. By continuing to involve educational partners throughout the year, we are committed to creating a dynamic plan that evolves with the needs of our students and school.

Comprehensive Needs Assessment Components

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

California School Dashboard (Dashboard) Indicators

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

Based on the 2025 California School Dashboard, Creekside Elementary had one overall state indicator in the "Red" performance category: Chronic Absenteeism. This indicates a significant need to improve student attendance and reduce the number of students who are chronically absent. Suspension Rate, English Language Arts, and Mathematics were in the "Yellow" performance category, and English Learner Progress was in the "Green" performance category; therefore, Chronic Absenteeism is the only overall Dashboard indicator requiring a response under the "Red" or "Orange" criteria.

To address this area, Creekside Elementary will continue strengthening attendance monitoring systems, identifying students at risk of chronic absenteeism early, and providing targeted outreach and support to families. Steps may include regular review of attendance data, individualized attendance plans, family communication, connection to community-based resources, and schoolwide strategies that promote student engagement and consistent daily attendance.

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.

Based on the 2025 California School Dashboard student group report, Creekside Elementary had one area in which a student group performed two or more performance levels below the "All Students" performance level. For Suspension Rate, "All Students" performed in the Yellow category, while Students with Disabilities performed in the Red category.

This represents a significant performance gap and indicates a need to strengthen behavior, social-emotional, and intervention supports for Students with Disabilities.

To address this area, the school will continue reviewing suspension and discipline data by student group, identifying patterns in behavior incidents, and providing targeted supports before behaviors result in exclusionary discipline. Steps may include strengthening schoolwide behavior expectations, increasing proactive intervention and counseling supports, ensuring consistent implementation of accommodations and behavior plans, and providing staff with professional learning focused on de-escalation, inclusive practices, and alternatives to suspension.

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), Creekside 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.

Implementation of strategies to support academic growth was partially effective and largely aligned with planned expenditures. MTSS structures, including data conferences, targeted interventions, and instructional support, were implemented as intended.

Some growth was seen in ELA and Math; however, overall performance remained in the Red performance band on the California Dashboard. English Learner Progress showed modest improvement but did not meet targets.

Inconsistent differentiation, limited student engagement, and chronic absenteeism reduced the overall effectiveness of these efforts.

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, staffing challenges impacted full implementation of intervention supports.
Adjustments were made to reallocate resources toward professional development, instructional materials, and support for English Learners. Some planned structures, such as consistent small group instruction and intervention models, were not implemented with full fidelity across all grade levels.

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 student engagement and classroom management through targeted professional development (Strategies 1.4 and 1.5)
Strengthened expectations for consistent Tier 1 instruction and small group differentiation (Strategy 1.1)

Added focus on chronic absenteeism as a barrier to academic success (Strategy 1.6)
Continued emphasis on MTSS data cycles and targeted interventions (Strategies 1.2 and 1.3)
These changes are reflected in the Strategies/Activities and Annual Measurable Outcomes sections of Goal 1.

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

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

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.

Positive outcomes included improved Tier 2 and Tier 3 supports, as well as increased access to counseling and intervention services. Chronic absenteeism showed improvement from the previous year, indicating progress in attendance efforts.

However, suspension rates increased and Tier 1 behavior supports were not consistently implemented across all classrooms. Student engagement and schoolwide consistency in behavior expectations remained areas of need.

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 planned activities were not fully realized due to staffing and capacity limitations.

Specifically, planned assemblies and extracurricular opportunities were limited due to lack of staffing. Additionally, Tier 1 PBIS supports were not implemented consistently schoolwide, which impacted overall effectiveness.

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 strengthening Tier 1 PBIS implementation (Strategy 2.1)

Added more consistent schoolwide activities and assemblies to build culture and engagement (Strategy 2.2)

Continued emphasis on mental health and SEL supports through MTSS (Strategy 2.3)

Strengthened focus on student engagement and connectedness systems (Strategy 2.4)

Continued focus on reducing chronic absenteeism as part of school climate efforts (Annual Measurable Outcomes)

These changes are reflected in the Strategies/Activities and Annual Measurable Outcomes sections of Goal 2.

Goal 3

Title and Description of School Goal

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

Family engagement

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

The implementation of strategies to support parent and family involvement was partially effective. The school provided opportunities for family engagement through events, conferences, and communication systems.
Strong participation was observed in select events such as parent-teacher conferences and schoolwide activities.
Communication efforts improved access to information for families.
However, participation was inconsistent across events, and overall engagement opportunities were limited. Additional outreach is needed to increase meaningful family involvement, particularly among underrepresented groups.

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 adjustments were made based on site needs and resource availability.
Certain planned events and activities were modified or reduced due to staffing and participation limitations. Some resources were reallocated to support communication efforts and targeted family engagement activities.

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

Based on this analysis, the following changes have been made:
Increased focus on monthly family engagement opportunities to improve participation (Strategy 3.1)
Strengthened communication systems and outreach efforts to families (Strategy 3.2)
Expanded supports for English Learner family engagement (Strategy 3.3)
Increased emphasis on building strong home-school partnerships through outreach and relationship-building (Strategy 3.4)
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 2027, Creekside Elementary will improve student outcomes in English Language Arts, Mathematics, and English Learner Progress by strengthening Tier 1 core instruction, increasing student engagement, and reducing barriers to learning such as chronic absenteeism. Through the implementation of MTSS, targeted Tier 2 supports, and professional development in student engagement and classroom management, the school will increase student achievement as measured by the California Dashboard and district i-Ready assessments.

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, Creekside Elementary demonstrates significant need in academic achievement and student engagement:

- ELA: 75.4 points below standard (Red)
- Math: 102.8 points below standard (Red)
- English Learner Progress: 41.2% (Yellow)

Additionally:

- Students across grade levels are demonstrating below typical growth in both ELA and Math
- Instructional practices show a need for stronger differentiation and small group instruction
- Chronic absenteeism (34.3%) continues to impact student access to instruction
- Teachers have identified a need for additional support in student engagement and classroom management to maximize instructional time

These factors indicate the need to:

- Strengthen Tier 1 instruction
- Increase student engagement and time on task
- Build teacher capacity in classroom management and instructional strategies
- Address attendance as a barrier to academic success

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
K–2 DIBELS Composite (At/Above Benchmark) K–2 DIBELS Composite (Well Below Benchmark)	42% at/above (MOY 2024–25) 42% well below (MOY 2024–25)	48% at/above (+6%) 36% well below (-6%)
CA Dashboard: ELA Distance from Standard	60.2 points below	51.2 points below
CA Dashboard: Math Distance from Standard	89.1 points below	80.1 points below
CA Dashboard: English Learner Progress	52.5% making progress	55.5%
i-Ready Reading MOY Distance from Standard	38.66 points below	30.66 points below

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	Strengthen Tier 1 core instruction through consistent implementation of standards-based, differentiated instruction with a focus on small group instruction and data-driven practices. Activities Implement daily small group instruction in all K–6 classrooms using data from DIBELS, i-Ready, and classroom assessments to target specific skill gaps. Conduct regular classroom walkthroughs and instructional coaching cycles focused on differentiated instruction, with feedback provided to teachers to improve Tier 1 practices.	All Students	$0 Title I 1150 Teacher Sub $0 Title I 3000 Benefits
1.2	Implement MTSS data conferences and progress monitoring cycles to analyze student data (DIBELS, i-Ready, CAASPP, local assessments) and adjust instruction and interventions accordingly. Activities Schedule and facilitate monthly MTSS data conferences where teachers analyze DIBELS, i-	All Students	$15000 Title I 1150 Teacher Sub Teacher subs $3746 Title I 3000 Benefits Teacher sub benefits

	Ready, and CAASPP data to identify student needs and adjust instruction. Implement progress monitoring cycles (every 3–6 weeks) for students receiving Tier 2 support, using DIBELS and other assessments to evaluate effectiveness of interventions.		
1.3	Provide targeted Tier 2 intervention in ELA and Math through small group instruction, push-in/pull-out supports, and intervention teachers to address skill gaps. Activities Provide targeted small group intervention (push-in and pull-out) in ELA and Math for students performing below benchmark, aligned to identified skill deficits. Utilize intervention teachers and support staff to deliver structured, data-driven instruction, with ongoing collaboration with classroom teachers during PLCs and MTSS meetings. Ensure that all English Learner students receive 30 minutes of designated ELD instruction consistently each day to support language development and access to grade-level content. .	Students identified through MTSS Tier 2 and Tier 3 intervention data	$63446 Title I 1100 Teacher Title 1, Site Based Reading Intervention Teacher (0.50) $21694 Title I 3000 Benefits Benefits for Site Based Reading Intervention Teacher (0.50)
1.4	Provide professional development and coaching focused on student engagement and classroom management, including active learning strategies, structured student discourse, and the implementation of clear routines, procedures, and behavior supports. This work will increase time on task, reduce disruptions, and strengthen overall instructional effectiveness to improve academic outcomes. Activities Provide professional development on student engagement strategies, including structured student discourse, cooperative learning, and use of academic language to increase participation. Implement coaching cycles and classroom modeling focused on classroom management (routines, procedures, behavior supports) to maximize instructional time and reduce disruptions. SIPPS CORE Consultant grade level professional development. I-ready Lesson Studies professional development. Refer to 1.2 for sub codes.	All Students	$48882.00 Title I 5880 (Consultants) Teaching Students to Drive Their Learning $0 Title I 1150 Teacher Sub Teacher subs $0 Title I 3000 Benefits

1.5	Implement strategies to reduce chronic absenteeism, including attendance monitoring, family communication, incentives aligned to policy, and coordination with family engagement efforts. Activities Establish an attendance monitoring system, including regular review of attendance data and identification of students at risk of chronic absenteeism. Conduct family outreach and communication efforts (phone calls, meetings, attendance incentives aligned to district policy) to improve student attendance and engagement.	Targeted Students	$0
1.6	Supplemental Materials and Resources: Books, Duplicating, Software Licenses, AVID Supplies Supplemental materials & duplicating services: Purchase leveled books, intervention resources, and provide printing/duplicating for skill practice aligned to standards. Expenditures: instructional materials, copying/printing costs. Instructional technology: Provide software licenses and digital programs to support reading, math, and interventions; train staff as needed. Expenditures: software subscriptions, PD for implementation. Enrichment opportunities: Offer standards-based study trips and assemblies to extend learning and increase engagement. Expenditures: transportation, admission fees, assembly/presenter costs, substitute coverage.	All Students	$16007 Title I 4300 Materials $10000 Title I 5872 Field Trips $
1.7			
1.10			$

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.

Creekside Elementary will strengthen a safe, supportive, and inclusive school environment - Social and Emotional

By Spring 2027, Creekside Elementary will strengthen a safe, supportive, and inclusive school environment by improving social-emotional and behavioral outcomes. Through the implementation of MTSS, Positive Behavioral Interventions and Supports (PBIS), and targeted Tier 1 and Tier 2 supports, the school will reduce chronic absenteeism and suspension rates while increasing student engagement and connectedness to school.

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 review of Dashboard and local data, Creekside Elementary has identified the following needs:

Chronic Absenteeism: 34.3% (Yellow) impacting access to instruction

Suspension Rate: 5.3% (Orange) indicating need for stronger behavior systems

PBIS implementation is in place but requires greater consistency across Tier 1 supports

Student engagement and connectedness remain areas of concern based on stakeholder input

These factors indicate the need to:

- Strengthen Tier 1 behavior and SEL supports
- Improve consistency of PBIS implementation
- Increase student engagement and sense of belonging
- Address attendance as a key barrier to student success

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	Absenteeism Indicator: ALL Student Group Yellow. 34.3% chronically absent.	Reduce to ~30–31% (3–4% decrease)
CA Dashboard - Suspension Rate	2025 CA Dashboard Suspension	The All-Student group will reduce the

	Indicator: 5.3% (Orange)	suspension rate to ~4–4.5%
PBIS Tiered Fidelity (TFI)	Tier 1: 87%, Tier 2: 85%, Tier 3: 81%	Increase each tier by ~5%

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	Strengthen PBIS implementation through consistent Tier 1 expectations, data analysis, and schoolwide behavior systems. Activities: Conduct monthly PBIS team meetings to review behavior and attendance data and adjust supports Implement schoolwide behavior expectations and reinforcement systems across all classrooms	All	$0 Title I 1120 Teacher Temp $0 Title I 3000 Benefits
2.2	Assemblies to support the school's curriculum and culture. Activities: School assemblies are provided to support the school's curriculum and positive school culture. Assemblies reinforce academic content, behavioral expectations, and social-emotional learning through engaging, developmentally appropriate presentations. They are used to promote student engagement, build community, and strengthen schoolwide culture aligned with PBIS and instructional goals.	All	
2.3	Provide Tier 1 and Tier 2 social-emotional and mental health supports. Activities: Provide small group SEL interventions and counseling support for identified students Utilize MTSS and SEL teams to monitor student needs and provide targeted interventions	ALL	$0
2.4	Implement systems to increase student engagement, motivation, and connectedness. Activities: Implement schoolwide engagement systems (e.g., recognition programs, PBIS incentives aligned to policy) Provide structured opportunities for student voice and leadership (student groups, feedback systems)		

Goals, Strategies, & Proposed Expenditures

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

Goal 3

Title and Description of School Goal

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

Parent Involvement

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

LCAP Goal to which this School Goal is Aligned

LCAP goal to which this school goal is aligned.

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

Identified Need

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

Based on the Comprehensive Needs Assessment and stakeholder input:

Family engagement opportunities exist but are inconsistent across events. Participation is stronger in some events (e.g., conferences) but lower in others

- There is a need to strengthen communication systems and outreach efforts
- Increased engagement of English Learner families is needed
- Stronger family partnerships are needed to support attendance and student achievement

These factors indicate the need to:

- Increase consistent parent participation
- Improve communication and access to information
- Expand culturally responsive engagement opportunities
- Strengthen home-school connections

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
Community Forums for Listening to Parent & Family Concerns	Two Latte Lounge Parent Engagement Meetings Annually	Four Latte Lounge Parent Engagement Meetings Annually
Obtaining Feedback from Families	Monthly Parent Teacher Committee Meetings with one or two parents attending to plan family engagement events. Mainly teacher and staff driven.	Monthly Parent Teacher Committee meetings with three or four parents consistently attending to plan family engagement events.

Strategies/Activities

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

Strategy/ Activity #	Description	Students to be Served	Proposed Expenditures
3.1	Description: Strengthen communication systems between school and families. Activities: • Provide regular newsletters, digital communication, and updates on student progress • Utilize parent communication platforms and outreach systems to increase access to information	All	$668 Title I: Parent Involvement 4325 Food For Meetings Food for parent events
3.2	Description: Increase engagement of English Learner families through inclusive and culturally responsive practices. Activities: • Provide translated materials, interpretation services, and ELAC engagement opportunities • Offer parent workshops and resources specifically designed for English Learner families • Provide ongoing parent engagement opportunities specifically designed to support families of English Learners, including workshops on language development, literacy strategies, understanding the ELPAC assessment, and navigating the educational system. Ensure communication is accessible through translation services, bilingual materials, and interpretation at school events to strengthen family-school partnerships and increase parent participation in supporting student achievement.	All	$1000 Title I: Parent Involvement 5715 Print Shop Newsletters, pamphlets, student planners, banners, and other forms of communication with families $1000 Title I: Parent Involvement 4328 Warehouse Supplies Paper and other warehouse supplies for parent involvement $0 Title I: Parent Involvement 2120 Para Temp Para support for after school events such as Back to School Night and Open House and other parent engagement activities $0 Title I: Parent Involvement 3000 Benefits Benefits for para educator $0 Title I: Parent Involvement 4300 Materials Supplies for meetings
3.3	Increase meaningful parent involvement of families by fostering relationships, reducing barriers, and providing culturally and linguistically inclusive opportunities. Flexible Volunteering Opportunities – Create accessible volunteer roles that accommodate different schedules, skill sets, and language abilities to encourage participation. Fingerprinting for volunteers		$1500 Title I: Parent Involvement 5880 (Consultants) Fingerprinting for parent volunteers

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	$182,943.00
Total Funds Budgeted for Strategies to Meet the Goals in the SPSA	$182,943.00
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	$178,775.00
Title I: Parent Involvement	$4,168.00
rCalc_TotbyFSGrpFederal_50_FundSrc}	$

Subtotal of additional federal funds included for this school: $182,943.00

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: $182,943.00

Budgeted Funds and Expenditures in this Plan

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

Funds Budgeted to the School by Funding Source

Funding Source	Amount	Balance

Expenditures by Funding Source

Funding Source	Amount
	0.00
Title I	178,775.00
Title I: Parent Involvement	4,168.00

Expenditures by Budget Reference

Budget Reference	Amount
	0.00
1100 Teacher	63,446.00
1120 Teacher Temp	0.00
1150 Teacher Sub	15,000.00
2120 Para Temp	0.00
3000 Benefits	25,440.00
4300 Materials	16,007.00
4325 Food For Meetings	668.00
4328 Warehouse Supplies	1,000.00
5715 Print Shop	1,000.00
5872 Field Trips	10,000.00
5880 (Consultants)	50,382.00

Expenditures by Budget Reference and Funding Source

Budget Reference	Funding Source	Amount

		0.00
1100 Teacher	Title I	63,446.00
1120 Teacher Temp	Title I	0.00
1150 Teacher Sub	Title I	15,000.00
3000 Benefits	Title I	25,440.00
4300 Materials	Title I	16,007.00
5872 Field Trips	Title I	10,000.00
5880 (Consultants)	Title I	48,882.00
2120 Para Temp	Title I: Parent Involvement	0.00
3000 Benefits	Title I: Parent Involvement	0.00
4300 Materials	Title I: Parent Involvement	0.00
4325 Food For Meetings	Title I: Parent Involvement	668.00
4328 Warehouse Supplies	Title I: Parent Involvement	1,000.00
5715 Print Shop	Title I: Parent Involvement	1,000.00
5880 (Consultants)	Title I: Parent Involvement	1,500.00

Expenditures by Goal

Goal Number	Total Expenditures
Goal 1	178,775.00
Goal 2	0.00
Goal 3	4,168.00

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

0 Secondary Students

Name of Members	Role
Brian Heck	Principal
Kimberly Solari	Classroom Teacher
Mara Minick	Classroom Teacher
Michelle Hughes	Classroom Teacher
Katherine Garcia	Other School Staff
Maricela Reyes	Parent or Community Member
Dulce Reynosa	Parent or Community Member
Vanessa Jara	Parent or Community Member
Denise Sanders	Parent or Community Member
Marina Ruiz	Parent or Community Member

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

Recommendations and Assurances

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

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

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

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

Signature	Committee or Advisory Group Name
	English Learner Advisory Committee

The SSC reviewed the content requirements for school plans of programs included in this SPSA and believes all such content requirements have been met, including those found in district governing board policies and in the local educational agency plan.

This SPSA is based on a thorough analysis of student academic performance. The actions proposed herein form a sound, comprehensive, coordinated plan to reach stated school goals to improve student academic performance.

This SPSA was adopted by the SSC at a public meeting on 04/30/2026.

Attested:

	Principal, Brian Heck on 04/30/2026
	SSC Chairperson, Mara Minick on 04/30/2026