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
Clairmont Elementary School	39685856104426	May 13, 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 Clairmont 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.

Table of Contents

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 Clairmont 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 teams 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 teacher teams engaged in a root cause analysis process to examine the CNA findings more deeply. Through collaborative discussions and data analysis, the teams identified the key factors influencing student performance and school outcomes. This process helped clarify the underlying drivers of both strengths and challenges, allowing the teams 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, teacher 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 California School Dashboard indicates several areas requiring continued improvement at Clairmont Elementary.

- In English Language Arts, students are performing 57.4 points below the proficient standard, which is an improvement by 8.9 points from the prior year. Despite this improvement, student performance remains below the statewide standard by 8.1, indicating the need to continue strengthening literacy instruction and accelerating student progress toward grade-level expectations. In Mathematics, students are performing 71.7 points below the proficient standard, which is an improvement of 8.3 points from the prior year. While performance improved, it remained below the statewide standard level by 42.4 points, suggesting a continued need to strengthen core instruction and targeted academic support. English Learner Progress shows that 46.5% of English Learners are making progress toward English language proficiency, representing a decline of 15.0 percentage points from the prior year, though this remains comparable to the statewide level of

46.4%. These data indicate a need to strengthen support for multilingual learners and ensure continued progress toward English proficiency.

- Additional areas of concern include chronic absenteeism and suspension rates. Chronic absenteeism is currently 33.7%, which is substantially higher than the statewide level of 17.1% and increased by 2.5 percentage points from the prior year. Suspension rates show a more positive trend, with 4.0% of students suspended at least one day, representing a decline of 1.9 percentage points from the prior year; however, this rate remains above the statewide level of 2.9%. Review of Dashboard student-group data also indicates that several groups experience greater need, particularly English Learners, socioeconomically disadvantaged students, and students with disabilities. In chronic absenteeism, English Learners, socioeconomically disadvantaged students, and students with disabilities all fall in the red performance level, and students with disabilities also perform in the orange range in both English Language Arts and Mathematics.

- On the 2025–2026 i-Ready Reading diagnostic, Clairmont showed improvement from beginning of year to middle of year. The percentage of students performing mid or above grade level increased from 7% to 13%, and the percentage performing early on grade level increased from 9% to 17%. At the same time, the percentage of students performing three or more grade levels below decreased from 32% to 22%, indicating meaningful reading growth across the school. In Mathematics, local i-Ready data also showed improvement. Students performing mid or above grade level increased from 2% to 6%, and students performing early on grade level increased from 5% to 15%. The percentage of students performing two grade levels below decreased from 28% to 15%, and those performing three or more grade levels below decreased from 24% to 14%. However, 49% of students remained one grade level below expectations at middle of year, indicating that while students are making progress, a large proportion still require continued instructional support to reach grade-level standards.

- Findings from the Comprehensive Needs Assessment (CNA) further highlight opportunities to strengthen student support systems that affect learning and access. Specifically, Practice 1.3, Customize and target support to meet needs, indicates a need to strengthen the coherence and responsiveness of systems serving students receiving specialized services. On CALL item 1.3.10, responses were distributed across categories, with 26% indicating that programs “have similar goals but seem not to connect,” and only 32% reporting that programs improve learning for most students. The principal also rated Practice 1.3 as “Inadequate,” noting inconsistent responsiveness to identified needs and delays in customizing timely support. These findings suggest a need for stronger coordination across programs and more timely targeted support for students who require specialized services.

- Practice 3.3, Remove barriers and provide opportunities, also emerged as a priority area. Lowest-rated CALL items included the effectiveness of plans addressing attendance, suspension, and bullying, as well as coordination with community organizations. The principal rated Practice 3.3 as “Inadequate,” citing attendance concerns and limited community partnerships. In addition, classroom visit data identified rostering imbalance for students receiving special education services, suggesting the need for stronger systems to ensure equitable access to learning opportunities and more effective removal of barriers that interfere with participation and success.

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.

N/A

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), Clairmont 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 overall implementation of strategies to achieve the articulated goal has been strong in design and partially consistent in execution, resulting in moderate effectiveness toward improving academic outcomes.

Clairmont Elementary has established a comprehensive MTSS framework grounded in the use of common, reliable data and tiered supports. Key structures—such as universal screening, regular progress monitoring, data conferences, and dedicated intervention time (WIN)—have been implemented schoolwide and are driving more targeted, differentiated instruction. Staff are increasingly using data to inform instructional decisions, group students based on need, and provide timely interventions, particularly in early literacy.

Professional development, instructional coaching, and supplemental resources have supported the implementation of evidence-based practices in English Language Arts, Mathematics, and Science. There is evidence that these efforts have strengthened Tier 1 instruction and expanded access to Tier 2 and Tier 3 supports, contributing to improved instructional alignment and responsiveness to student needs.

However, the overall effectiveness of these strategies has been limited by inconsistent implementation across classrooms and grade levels, particularly in areas such as designated English Language Development (ELD), MTSS collaboration, and full integration of professional learning into daily practice. While systems are in place, variability in fidelity has impacted the ability to achieve consistent outcomes for all student groups.

As a result, the MTSS framework is functioning and showing areas of positive impact, but has not yet reached the level of coherence and consistency needed to fully meet the goal of a 5% increase in proficiency across English Language Arts, Mathematics, and Science. Continued focus on strengthening implementation fidelity and ensuring equitable access to high-quality instruction and interventions will be critical to improving 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.

There are no major differences between the intended implementation and the budgeted expenditures to support the articulated goal. Overall, funds were appropriately aligned to the planned MTSS strategies and activities, including staffing (e.g., ELA TOSA, literacy teacher, paraeducators), professional development, supplemental instructional materials, and intervention supports.

However, there were some minor variances in implementation that impacted how effectively the budgeted resources were utilized. While key investments—such as intervention staffing, assessment tools, and instructional materials—were fully implemented and supported MTSS structures, certain planned activities were only partially executed. These include inconsistent delivery of professional development, limited implementation of designated ELD instruction, and incomplete rollout of district ELD coaching supports. As a result, some allocated resources did not yield their full intended impact.

Additionally, expenditures related to enrichment activities such as assemblies and study trips were implemented unevenly across grade levels, which limited equitable access and reduced the overall effectiveness of those investments in supporting academic goals.

In summary, while budgeted expenditures were aligned with the intended plan, differences arose primarily in the level of implementation fidelity rather than in spending itself, resulting in some strategies not being fully realized or maximized in impact.

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 the analysis of implementation and student outcomes, refinements will be made to the strategies and activities rather than significant changes to the overall goal. The goal of achieving a 5% increase in proficiency in English Language Arts, Mathematics, and Science will remain in place; however, greater specificity, consistency, and accountability measures will be added across all strategies to improve effectiveness.

Key Changes to Strategies and Activities:

Strategy 1 (Tier 1 Instruction):
This strategy will be strengthened by establishing clear, non-negotiable expectations for high-quality core instruction in ELA and mathematics, along with more frequent and focused walkthroughs. Additional emphasis will be placed on using walkthrough data to guide coaching, feedback, and professional learning.
Strategy 2 (MTSS/Data Conferences):
MTSS structures will be refined to ensure consistent implementation of data conferences with clear protocols, documentation, and follow-up actions. Greater accountability will be added to ensure that intervention plans are monitored and adjusted based on student progress.
Strategy 3 (WIN/Tier 2 Supports):
WIN time will be strengthened through the development of clear entry and exit criteria, consistent grouping practices, and monitoring of instructional fidelity. Progress monitoring cycles will be more clearly defined (every 4–6 weeks) to ensure timely instructional adjustments.
Strategy 4 (ELD Instruction):
This area represents a significant shift based on identified need. Changes will include establishing explicit expectations for daily designated ELD, increased monitoring through walkthroughs and schedules, and expanded coaching and professional development focused on both designated and integrated ELD practices.
Strategy 5 (Coaching and Instructional Support):
Coaching structures will be revised to ensure more strategic and targeted support, particularly for classrooms and student groups with the greatest need. This includes formalizing coaching cycles, increasing modeling and co-teaching opportunities, and aligning support directly to data and walkthrough findings.

Changes to Metrics and Monitoring:

Increased emphasis on regular progress monitoring (DIBELS, i-Ready, benchmarks) with clear timelines and expectations for data use.
Stronger tracking of subgroup performance, particularly for English Learners, Students with Disabilities, and other high-need groups.
Use of walkthrough and implementation data as an additional metric to measure fidelity of strategy implementation.

Location in the SPSA:
These revisions are reflected in the updated Goal 1 strategies and actions within the SPSA, specifically under:

Strategy 1: Strengthen Tier 1 ELA and Mathematics Instruction
Strategy 2: Strengthen MTSS/Data Conferences and Targeted Support Planning
Strategy 3: Strengthen Tier 2 Intervention through WIN Time
Strategy 4: Strengthen Designated and Integrated ELD
Strategy 5: Coaching, Literacy Support, and Progress Monitoring

Overall, the changes focus on tightening implementation, increasing consistency, and ensuring accountability, rather than altering the core goal, in order to more effectively accelerate student achievement and close identified performance gaps.

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
Clairmont 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.

During the 2025–2026 school year, the school implemented several strategies intended to strengthen social-emotional and behavioral supports, including a schoolwide behavior matrix, assemblies, counseling services, mental health supports, and additional adult assistance for students with behavioral, social-emotional, and academic needs.
Implementation was strongest in the areas of counseling and direct student support. The school counselor provided coordinated supports four days per week, including individual support, small groups, and classroom presentations, and on-site mental health counseling services were also in place and supported students effectively. Assemblies were partially implemented through one guest speaker and the DARE program, which provided positive external models and contributed to school culture.
Implementation of PBIS, however, was limited. The behavior matrix was in place and Tier 1 implementation was rated at 23 out of 30, or 77%, based on an outside evaluator, but regular PBIS team meetings, behavior data collection, tiered systems of support, proactive strategies, family engagement, and evaluation for continuous improvement were not consistently established. Staff received an initial PBIS training from district psychologists at the beginning of the year, but there was no ongoing follow-up or implementation support. As a result, the overall system for tiered behavioral intervention was only minimally implemented. While suspension rates declined, chronic absenteeism did not improve as intended, indicating that the school needs stronger systems for monitoring behavior and attendance and for coordinating tiered supports moving forward.

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

Several differences between intended implementation and actual practice were identified. While the plan called for a coordinated PBIS system that included regular team meetings, behavior data analysis, tiered supports, proactive interventions, family engagement, and ongoing evaluation, most of these components were not implemented consistently. PBIS was planned as a comprehensive system, but in practice implementation remained limited primarily to Tier 1 expectations and an established behavior matrix. Documentation of collaboration activities was also not maintained as intended.
Differences were also noted in the supplemental services and budgeted expenditures. Although counseling and mental health services were implemented and provided meaningful support to students, SEL-focused parent workshops were not coordinated during the year. In addition, restorative practices training did not occur as planned, and those funds were used elsewhere. These differences limited the full implementation of the school’s intended tiered social-emotional and behavioral support system.

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

As a result of this analysis, the school will refine its approach by focusing on stronger implementation and monitoring of tiered social-emotional and behavioral supports. This includes tighter monitoring of behavior and attendance data, stronger leadership coordination around data collection and analysis, and clearer structures for Tier 2 and Tier 3 supports. The school will also strengthen committee structures and use summer planning to establish a more coherent system for implementation.

Ongoing professional learning in PBIS will also be prioritized so that staff receive more than a one-time training and have clearer support for implementation throughout the year. In addition, the school plans to add SEL-focused parent workshops to strengthen family partnership and support student well-being more consistently. These changes are reflected in the updated SPSA under Goal 2 through revised action steps, stronger monitoring expectations, and clearer alignment between strategies and the school's identified social-emotional and behavioral needs.

Goal 3

Title and Description of School Goal

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

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

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

During the 2025–2026 school year, the school implemented several strategies to strengthen parent involvement, including school-community events, regular communication with families, and targeted outreach to English Learner families. Implementation was strongest in the areas of school events and ongoing communication. Parent-teacher conferences were successfully held, with 89.7% attendance, representing a 5% increase from the prior year, and 42.9% of parents attended Back to School Night. Weekly newsletters were sent consistently, helping maintain regular communication with families throughout the year.
The school also saw strong implementation in efforts to engage English Learner families. Lunch on the Lawn and Jump Into English were well attended, with 20 participants in Jump Into English, indicating meaningful family participation in culturally and linguistically inclusive opportunities. However, student-led family engagement events were not implemented as planned, and while family nights were held, there was not yet a consistent system for personal outreach to families. Overall, the school made progress in increasing family participation and communication, though opportunities remain to strengthen academic communication and more structured home-school partnership efforts.

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

Several differences between intended implementation and actual practice were identified. While the plan called for a structured communication system that included regular updates about school events, academic progress, and student support needs, communication was strongest around general school information and less consistent in providing families with updates about academic progress. In addition, student-led family engagement events were not implemented as planned.
Differences were also noted between intended and actual outreach structures. Although the school offered successful family events and strong opportunities for English Learner family engagement, there was not a consistent system for personal outreach to families to encourage broader participation in activities and decision-making processes. Regarding budgeted expenditures, the planned parent involvement activities occurred without using all allocated funds, suggesting that future budgets may need to be more closely aligned with the specific family engagement activities the school intends to prioritize.

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

As a result of this analysis, the school will refine its approach by focusing on more intentional and structured family engagement. This includes strengthening communication with families by incorporating clearer information about academic progress into regular newsletters and school communications, rather than focusing primarily on announcements and events.
The school will also strengthen home-school partnership efforts by creating more consistent systems for personal outreach and by adding more clearly defined family engagement opportunities, including student-led events and continued supports for English Learner families. These changes are reflected in the updated SPSA under Goal 3 through revised action steps that strengthen communication expectations, clarify outreach efforts, and more intentionally align family engagement strategies to the school's parent involvement priorities.

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, Clairmont 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 6 points, reduce Mathematics distance from standard by 6 points, and increase the percentage of English Learners making annual progress by 3 percentage points, supporting continued growth in academic achievement.
Locally, informed by i-Ready middle-of-year trend data, the school will reduce Reading distance from standard by 10 points and reduce Math distance from standard by 7 points, as measured by the i-Ready diagnostic.

LCAP Goal to which this School Goal is Aligned

LCAP goal to which this school goal is aligned.

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.

A review of the California Dashboard data indicates that academic achievement remains an area of need at Clairmont Elementary. In English Language Arts, students are performing 57.4 points below standard, reflecting an increase of 8.9 points and placement in the Yellow performance band. In mathematics, students are 71.7 points below standard, with an 8.3-point increase, also in the Yellow band. While these gains show some improvement, overall performance remains below standard. In contrast, English Learner progress, as measured by the English Learner Progress Indicator (ELPI), declined significantly to 46.5% of students making progress, a decrease of 15 percentage points, resulting in an Orange performance level. This data highlights the need to continue strengthening Tier 1 instruction in ELA and math while intensifying supports for English Learners to improve language acquisition and overall academic outcomes.

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: ELA Distance from Standard	2025 CA Dashboard: 57.4 points below standard	2026 Dashboard: Reduce to 51.4 points below standard
CA Dashboard: Mathematics Distance from Standard	2025 CA Dashboard: 71.7 points below standard	2026 Dashboard: Reduce to 65.7 points below standard
CA Dashboard: English Learner Progress	2025 CA Dashboard: 46.5% making progress	2026 Dashboard: Increase to 49.5% making progress

i-Ready Math MOY Distance from Standard	MOY 2026: 25.86 points below standard	MOY 2027: Reduce to 18.86 points below standard
i-Ready Reading MOY Distance from Standard	MOY 2026: 50.83 points below standard	MOY 2027: Reduce to 40.83 points below standard

Strategies/Activities

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

Strategy/ Activity #	Description	Students to be Served	Proposed Expenditures
1.1	Strengthen Tier 1 ELA and math instruction: Professional Development Opportunities and Training to support the Multi-Tiered System of Supports (MTSS) framework to enhance student achievement and wellbeing across academic, behavioral, and social-emotional domains. District ELA/Math/Science/SS Initiative Professional Developments Include: -CORE/SIPPS -Accelerated Reader/ STAR Reading Site ELA/Math/Science/SS Based Initiative Professional Developments Include: -Science of Reading -Heggerty -Learning Without Tears -English Language Development -iReady Lesson Studies	All Students	$3500 Title I 1120 Teacher Temp teacher time cards $2500 Title I 2120 Para Temp Paraeducator time cards $2000 Title I 1150 Teacher Sub Teacher Release time $2594 Title I 3000 Benefits Classified and Certificated Benefits $10000 Title I 5220 Conference Teacher conferences
1.2	Strengthen MTSS/data conferences and targeted intervention planning: Provide release time for teachers to: -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. and follow-up actions	All Students, with attention to English Learners, students with disabilities, and students identified for intervention	$4000 Title I 1150 Teacher Sub Subs for MTSS data conferences $1000 Title I 3000 Benefits Sub Benefits
1.3	Strengthen Tier 2 intervention through WIN time and small-group instruction	Students identified through screening,	$1000 Title I

	Provide targeted Tier 2 support in reading and mathematics through WIN time and small-group instruction aligned to student need and monitored for effectiveness. -Establish clear entry and exit criteria for Tier 2 reading and math support -Group students based on current performance data and adjust groups regularly -Monitor the fidelity of WIN time and targeted small-group instruction across grade levels -Review student progress every 4–6 weeks and revise supports when growth is limited	benchmark, and progress-monitoring data	1120 Teacher Temp Teacher time cards PD $0 Title I 2120 Para Temp Paraeducator timecards PD-See goal 1.1 $ Title I 3000 Benefits See benefits on goal 1.1
1.4	Strengthen designated and integrated ELD to improve English Learner progress Ensure English Learners receive consistent designated and integrated English Language Development aligned to language proficiency needs and connected to core instruction -Set clear expectations for daily designated ELD implementation -Review English Learner progress data regularly to identify students needing additional support -Provide coaching and professional learning on ELD strategies within core instruction	English Learners	$16500 Title I 5800 Prof and Operating/Consultants Consultant for Professional Development
1.5	Use coaching, literacy support staff, and progress monitoring to improve instructional response: Use coaching, literacy staff support, and regular progress monitoring to strengthen teacher practice and ensure students receive timely, targeted instructional support. -Create a coaching and support schedule aligned to grade-level and teacher need -Prioritize modeling, co-planning, and feedback in classrooms with the greatest instructional need -Administer DIBELS, i-Ready, and local benchmark assessments on a clear schedule -Use progress-monitoring results to adjust instruction, intervention, and support assignments	All Students, with targeted support for students below benchmark	$34200 Title I 5800 Prof and Operating/Consultants Consultants $ Central Title I 1900 Other Cert Salaries District funded ELA TOSA, District funded Coaching support in ELA, Math, STEAM, and ELD
1.6	Supplemental Materials and Resources: Books, Duplicating, Software Licenses, AVID Supplies -Ensure students have access to supplemental books, duplicating services, study trips, assemblies, and software licenses to support instruction aligned with Common Core standards and interventions. -Ensure students have access to supplemental reading for summer learning. -Ensure students have access to STEM materials to support Math and Science instruction. -AVID Supplies: Teachers will implement the organizational component of AVID to support all	All students	$15214 Title I 4300 Materials List AVID Supplies: -Binders -Dividers -Pencils -Pens -Notebooks -Binder Paper -Folders -Whiteboards -Chart Paper -Dry Erase Markers

	learners. All K-6 classrooms will utilize Advancement Via Individual Determination (AVID) WICOR strategies to standardize Tier 1 high-quality first instruction. -Kindergarten bags will be made to enhance the learning of our youngest students.		List Kindergarten Bag Supplies: -Dry Erase Marker -Pencil -Crayons -Scissors -Puzzle -Name page in sheet • Supplemental Science Materials • Supplemental Math materials $12000 Title I 4300 Materials Supplemental materials for ELA and ELD instruction $2000 Title I 5715 Print Shop Duplication $1000 Title I 4328 Warehouse Supplies Copy Paper $500 Title I 4375 Technology (under $500) Headphones $15797 Title I 4475 Technology ($500-$9,999) Extra Display Panel
1.7	Educational Assemblies to support the school's curriculum and culture. The assemblies should include one or more of the following components: • Real-World Connections: Educational assemblies often feature speakers or presentations that connect classroom lessons to real-world applications. This connection helps students understand the relevance of what they are learning and how it can be applied beyond the classroom. • Community Building: Assemblies bring students, teachers, and sometimes parents together in a shared learning experience. They contribute to a sense of community within the school and promote positive relationships among attendees. • Inspiration and Motivation: Guest speakers at assemblies can inspire students by sharing personal stories of success, perseverance, or overcoming challenges. Such stories can motivate	All Students	$7500 Title I 5800 Prof and Operating/Consultants Assemblies

	students to work harder, set goals, and pursue their dreams. • Addressing Important Topics: Assembly provides a platform to address critical issues such as bullying, mental health, diversity, and character development. They can facilitate open discussions and create awareness among students. • Skill Development: Assemblies can be designed to focus on specific skills such as leadership, communication, or critical thinking. Workshops or interactive sessions during assemblies can help students develop these essential life skills. • Celebration of Achievements: Assemblies can be used to recognize and celebrate student achievements, academic excellence, or extracurricular successes. This recognition boosts students' self-esteem and encourages them to excel. • 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.		
1.8	Study Trips Supplementing Grade-Level Core Curriculum: • Study trips to supplement grade-level core curriculum are 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: • 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	All Students	$10000 Title I 5872 Field Trips Study Trips $5000 Title I 5712 Transportation Transportation

	exploring how different subject areas intersect in real-life settings. • Reflective Activities: After the trip, students will participate in reflective activities such as journaling, group discussions, or presentations to process their experiences and make connections to the core curriculum. • 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.		
1.9	Grant Funded Literacy Teacher: As a school literacy grant-funded teacher, the primary responsibility is to implement literacy programs and interventions funded by the grant within the school. This includes designing and delivering targeted instruction to improve reading and writing skills among students. They will collaborate with other teachers and literacy specialists to assess student needs, develop curriculum, and monitor progress. Additionally, they may be involved in organizing professional development opportunities for staff to enhance their literacy instruction skills. Their role also involves collecting data and reporting on the effectiveness of the literacy programs to ensure compliance with grant requirements and to inform future initiatives.	All students	
1.10	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. 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. Collaboration/Scheduling/Planning: • Work with site administrators to give input on professional development based on student needs.	All Students	$ Central Title I 1900 Other Cert Salaries District Funded ELA TOSA

	• Work with the site principal to develop schedules for interviews, CORE visits, and data conferences. • Maintain consistent communication and interaction with administrators. Assessment Support: • Assist in DIBELS and SIPPS testing as needed. • Progress monitors own intervention students every 3 to 6 weeks. • Provide assistance to teachers with testing timelines t		

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
By June 2026, Clairmont Elementary School will reduce the overall suspension rate from 4.0% to 2.9% or below (Green on the California Dashboard) and reduce chronic absenteeism from 33.7% to 28.7% or below (Yellow on the California Dashboard), as measured by end-of-year Dashboard data, monthly PBIS team review of ARIES discipline entries, and weekly attendance tracking — with targeted improvement for Black/African American, English Learner, socioeconomically disadvantaged, and students with disabilities subgroups who are currently in the Red or Orange performance bands.

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.

A review of Dashboard and local data indicates that chronic absenteeism remains a significant area of need at Clairmont Elementary. The overall chronic absenteeism rate is 33.7%, reflecting an increase of 2.5 percentage points and remaining in the Red performance level. This high rate of absenteeism limits student access to instruction and contributes to gaps in academic achievement and engagement. Additionally, the suspension rate for all students is 4% (students suspended at least one day), indicating a continued need to strengthen behavior supports and maintain a safe and supportive school environment. Disaggregated data shows disproportionate impacts among specific student groups, reinforcing the need for more targeted and equitable interventions.
To address these areas, the school has implemented strategies including increased family communication and outreach, reinforcement of PBIS to promote positive behavior and school connectedness, and staff collaboration to identify at-risk students and provide targeted supports. As a result of this analysis, the school will refine its approach by strengthening the implementation and monitoring of tiered social-emotional and behavioral supports, including clearer structures for Tier 2 and Tier 3 interventions and tighter monitoring of attendance and behavior data. Leadership coordination around data use will be enhanced, and committee structures will be strengthened through intentional planning. Ongoing professional learning in PBIS will be prioritized to ensure sustained staff support, and SEL-focused parent workshops will be added to deepen family partnerships. These changes are reflected in the updated SPSA under Goal 2 through revised action steps, stronger monitoring expectations, and clearer alignment between strategies and identified needs.

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	ALL Student Group is Red with 33.7% chronically absent. Which is a increase of 2.5%.	ALL Student Group will increase to orange with 28.7%% chronically absent. Which is a decrease of 5%.
CA Dashboard - Suspension Rate	ALL Student Group is Yellow with 4.0% suspension rate. Which is a decrease of 1.9%.	ALL Student Group will remain Yellow with 2.9% suspension rate. Which is a decrease of 1.1%.

Positive Behavioral Interventions and Supports (PBIS) Implementation Fidelity	2025-2026 Local Data: Tier 1 TFI Score 78% Tier 2 TFI Score n/a Tier 3 TFI Score n/a	2026-2027 Local Data: Tier 1 TFI Score 90% Tier 2 TFI Score 90% Tier 3 TFI Score 90%
Panorama Survey	Student Competency & Well-Being Grades: [3-5] / [6] -Positive Feelings 57% / 42% -Sense of Belonging 51% / 37% -Social Awareness 48% / 46% -Challenging Feelings 41% / 45% -Emotional Regulation 34% / 38% -Self-Efficacy 30% / 37%	Student Competency & Well-Being Grades: [3-5] / [6] -Positive Feelings 62% / 47% -Sense of Belonging 56% / 42% -Social Awareness 53% / 51% -Challenging Feelings 46% / 50% -Emotional Regulation 39% / 43% -Self-Efficacy 35% / 42%

Strategies/Activities

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

Strategy/ Activity #	Description	Students to be Served	Proposed Expenditures
2.1	Positive Behavioral Intervention and Supports Collaboration Educators engage in various activities aimed at enhancing student outcomes through a comprehensive and coordinated approach to PBIS strategies. Some key activities that may occur during PBIS collaboration time include: • Leadership and Coordination: • Lead the implementation of PBIS within the school. • Coordinate efforts across the school community including administrators, teachers, staff, students, and families. • Facilitate regular team meetings to plan, monitor, and adjust PBIS initiatives. • Establish a behavior data protocol in which data are reviewed together at each meeting with the AP tracking trends by student group, grade level and infraction type to inform tiered support decisions and ensure documentation is current Data Collection and Analysis: • Collect and analyze behavior data to identify trends and areas of concern. • Use data to make informed decisions about interventions and supports. • Monitor the effectiveness of PBIS strategies and interventions over time. Developing and Implementing PBIS Systems: • Establish clear behavioral expectations (behavioral matrix) for all areas of the school. • Develop and implement a tiered system of supports (universal, targeted, intensive) based on student needs.	All Students	$500 Title I 5220 Conference Conference

	- Design and implement proactive strategies to prevent challenging behaviors. Training and Professional Development: - Send one administrator and at least one additional staff member to the annual PBIS conference to deepen implementation knowledge and bring back strategies to share with staff. - Within 30 days of returning, the AP will present key takeaways to the full staff, including any updates to the school's Tier 2 implementation approach. - Provide PBIS training sessions and updates during monthly staff meetings with teachers. Supporting Staff and Students: - Offer guidance and resources to teachers and staff for implementing behavior interventions. - Provide direct support and guidance to students who require additional behavioral support. - Foster a positive and inclusive school culture through PBIS initiatives. Family and Community Engagement: - Involve families in PBIS activities and initiatives. - Communicate PBIS principles and expectations to families and gather their input and support. - Collaborate with community organizations Evaluation and Continuous Improvement: - Regularly evaluate the effectiveness of PBIS practices and interventions. - Use evaluation findings to make data-driven decisions and improvements to the PBIS framework. - Ensure ongoing fidelity and sustainability of PBIS implementation. (Note: All collaboration time must be supported by documentation with attendees, dates, times, and details of the discussion. This documentation must be kept at the site and readily accessible for program monitoring.)		
2.2	Assemblies to support the school's curriculum and culture. The assemblies should include one or more of the following components; Real-World Connections: Educational assemblies often feature speakers or presentations that connect classroom lessons to real-world applications. This connection helps students understand	All Students	$ Title I 5800 Prof and Operating/Consultants Goal 1.7 Assemblies

	the relevance of what they are learning and how it can be applied beyond the classroom. • Community Building: Assemblies bring students, teachers, and sometimes parents together in a shared learning experience. They contribute to a sense of community within the school and promote positive relationships among attendees. • Inspiration and Motivation: Guest speakers at assemblies can inspire students by sharing personal stories of success, perseverance, or overcoming challenges. Such stories can motivate students to work harder, set goals, and pursue their dreams. • Addressing Important Topics: Assembly provides a platform to address critical issues such as bullying, mental health, diversity, and character development. They can facilitate open discussions and create awareness among students. • Skill Development: Assemblies can be designed to focus on specific skills such as leadership, communication, or critical thinking. Workshops or interactive sessions during assemblies can help students develop these essential life skills. • Celebration of Achievements: Assemblies can be used to recognize and celebrate student achievements, academic excellence, or extracurricular successes. This recognition boosts students' self-esteem and encourages them to excel. • 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.		
2.3	Supplemental Services: • School Counselor- Deliver coordinated supports to students that integrate social-emotional learning, targeted academic interventions, and individualized services to address the holistic needs of each student as needed. Supports may include small groups based on identified student needs, such as transition support, academic guidance, and/or grief counseling, as well as one-on-one individualized support. • Mental Health Counseling- Students will have access to on-site mental health professionals who provide individualized support through one-on-one counseling, crisis intervention, and small group	All Students	$ Title I 5220 Conference See Goal 1.1

	sessions. These services aim to promote emotional well-being, strengthen coping skills, and ensure students feel supported academically and personally. • Implement trauma-informed practices to support students' emotional and behavioral needs, including structured Check-In/Check-Out systems and re-entry meetings following absences or disciplinary actions. These strategies foster a sense of safety, belonging, and continuity for students, while also strengthening adult-student relationships and promoting self-regulation. • Host SEL-focused parent workshops designed to deepen families' understanding of social-emotional learning, equip them with tools to support their child's well-being at home, and strengthen school-family partnerships that promote a positive school climate.		
2.4	Strategy 2.4 Implement a tiered attendance outreach protocol to reduce chronic absenteeism, with targeted support for subgroups in the red and orange performance bands. Action Steps -Develop and Implement a weekly attendance monitoring process in which administration provides the counseling team with a flagged list of students by absence identifying a threshold for next steps (e.g. 10% or more absences) -Administration will present attendance data disaggregated by student groups at each monthly PBIS team meeting, with the team identifying patterns and adjusting outreach responses accordingly. -Examine the reasons for absences at both the individual and group level by checking with families and students to understand what makes daily attendance challenging, assessing supports already in place, and identifying where gaps exist. -Explore possible interventions with the PBIS team, considering alternatives that are directly aligned with the identified reasons for absence for individual students and student groups.	All Students	

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
By May 2027, the school will increase meaningful family engagement and academic communication by implementing a structured outreach and communication system, resulting in:

-at least 95% participation in parent-teacher conferences,
-60% attendance at Back to School Night and family engagement events, and
-Teachers will identify 1-2 students to engage the parents in monthly communication about their student's academic progress as measured by attendance records, communication logs, and parent participation data.

This will be achieved through implementing a schoolwide system for personal outreach (calls, texts, or meetings) to families each trimester,
establishing and monitoring monthly academic communication expectations and ensuring at least two student-led family engagement events are held during the school year, with targeted outreach to increase participation, including English Learner families.

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.

Current levels of parent involvement are inconsistent and often limited to occasional events or meetings, resulting in missed opportunities for sustained collaboration between parents and educators. This gap hinders the holistic support of students' educational journey and the establishment of a strong school community.

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	42.9% of parents attended the Back to School Night during the 2025-2026 school year.	Increase the number of parents attending Back to School Night by 5% for the 2026-2027 school year.
Parent Teacher Conferences	89.7% of parents attended the Parent Teacher Conferences during the 2024-2025 school year.	Maintain or increase the 90% of parents attending Parent Teacher Conferences for the 2025-2026 school year.
Jump Into English	20 parents completed at least one level in Jump Into English classes during the 2025-2026 school year.	Maintain or increase the number of parents participating in Jump Into English classes for the 2026-2027 school year.

Strategies/Activities

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

Strategy/ Activity #	Description	Students to be Served	Proposed Expenditures
3.1	School-Community Organized events/activities- Throughout the school year, there will be organized activities such as parent-teacher conferences, workshops, educational and social parent/student events, ELAC and SSC meetings, and volunteer opportunities to facilitate parent participation in the school community.	All Students	$714 Title I: Parent Involvement 4325 Food For Meetings Refreshments
3.2	Communication-Dedicated to fostering clear and effective communication with parents, we will provide regular updates and important information through various channels, including flyers, email newsletters, parent portals, and mobile apps. Communication will include school events, academic progress, and important announcements. In addition, we encourage ongoing dialogue about students' individual needs and achievements to ensure they receive the best support.	English Learners	$1500 Title I: Parent Involvement 2120 Para Temp Classified translations $584 Title I: Parent Involvement 3000 Benefits Paraeducator benefits
3.3	Student-led or student-centered family engagement events -Hold at least two family engagement events that center student voice, student work, or student leadership -Examples: student showcases, literacy night, math night, cultural celebration, portfolio share -Use targeted outreach to increase participation Home-School Partnerships – Develop a system where teachers and staff make personal outreach efforts (phone calls, home visits, etc.) to build relationships and provide guidance on how parents can support their child's education.	All Students	$500 Title I: Parent Involvement 1120 Teacher Temp Teacher time cards $125 Title I: Parent Involvement 3000 Benefits

Goals, Strategies, & Proposed Expenditures

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

Goal 4

Title and Description of School Goal

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

LCAP Goal to which this School Goal is Aligned

LCAP goal to which this school goal is aligned.

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.

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

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

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	$150,228.00
Total Funds Budgeted for Strategies to Meet the Goals in the SPSA	$150,228.00
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	$146,805.00
Title I: Parent Involvement	$3,423.00
rCalc_TotbyFSGrpFederal_50_FundSrc}	$

Subtotal of additional federal funds included for this school: $150,228.00

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

State or Local Programs	Allocation ($)
rCalc_TotbyFSGrpStateLocal_50_FundSrc}	$

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

Total of federal, state, and/or local funds for this school: $150,228.00

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
Title I	146,805.00
Title I: Parent Involvement	3,423.00

Expenditures by Budget Reference

Budget Reference	Amount
1120 Teacher Temp	5,000.00
1150 Teacher Sub	6,000.00
2120 Para Temp	4,000.00
3000 Benefits	4,303.00
4300 Materials	27,214.00
4325 Food For Meetings	714.00
4328 Warehouse Supplies	1,000.00
4375 Technology (under $500)	500.00
4475 Technology ($500-$9,999)	15,797.00
5220 Conference	10,500.00
5712 Transportation	5,000.00
5715 Print Shop	2,000.00
5800 Prof and Operating/Consultants	58,200.00
5872 Field Trips	10,000.00

Expenditures by Budget Reference and Funding Source

Budget Reference	Funding Source	Amount
1120 Teacher Temp	Title I	4,500.00
1150 Teacher Sub	Title I	6,000.00
2120 Para Temp	Title I	2,500.00
3000 Benefits	Title I	3,594.00
4300 Materials	Title I	27,214.00
4328 Warehouse Supplies	Title I	1,000.00
4375 Technology (under $500)	Title I	500.00
4475 Technology ($500-$9,999)	Title I	15,797.00
5220 Conference	Title I	10,500.00
5712 Transportation	Title I	5,000.00
5715 Print Shop	Title I	2,000.00
5800 Prof and Operating/Consultants	Title I	58,200.00
5872 Field Trips	Title I	10,000.00
1120 Teacher Temp	Title I: Parent Involvement	500.00
2120 Para Temp	Title I: Parent Involvement	1,500.00
3000 Benefits	Title I: Parent Involvement	709.00
4325 Food For Meetings	Title I: Parent Involvement	714.00

Expenditures by Goal

Goal Number	Total Expenditures
Goal 1	146,305.00
Goal 2	500.00
Goal 3	3,423.00

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
Nanci Johnston	Principal
Julie Carloni	Classroom Teacher
Elaine WIlliams	Classroom Teacher
Brendon Shigematsu	Classroom Teacher
Mayra Iniguez	Other School Staff
Liveem Tharakan	Parent or Community Member
Minerva Ojeda	Parent or Community Member
Mayra	Parent or Community Member
Briana	Parent or Community Member
Andrea	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 May 13, 2026.

Attested:

	Principal, Nanci Johnston on 5/13/2026
	SSC Chairperson, Elaine WIlliams on 5/13/2026