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
Ansel Adams Elementary School	39685850102632	4/23/2026	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 Ansel Adams 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 Ansel Adams 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 January 2025, during which 32 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 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.

Ansel Adams Elementary School did not have any California School Dashboard state indicators in the "Red" or "Orange" performance categories for overall performance. Based on the Dashboard results, there are no overall state indicators requiring additional analysis in these performance categories. Therefore, no specific Red or Orange overall performance areas have been identified at this time.

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 a review of the 2025 California School Dashboard student group report, Ansel Adams Elementary has one student group performing two or more levels below the "All Students" performance level on state indicators. For "All Students," the Suspension Rate indicator is Yellow; however, the Black or African American student group is Red, which is two performance levels below the overall school performance. In addition, the Mathematics indicator for "All Students" is Yellow, while the Black or African American student group is Red, also two performance levels below the overall school performance.
These results identify significant performance gaps for Black or African American students in the areas of suspension rate and mathematics. To address these areas, the school will continue strengthening schoolwide behavior and social-emotional support systems, monitor discipline data by student group, and implement targeted supports designed to reduce disproportionality in suspensions. In mathematics, the school will provide focused intervention, monitor progress regularly through local assessment data.

The Comprehensive Needs Assessment identified three priority areas for continued growth. First, professional learning should be more targeted, differentiated, and directly connected to classroom practice, particularly in areas such as behavior support, differentiation, and instructional strategies. Second, while the school uses multiple assessment tools, there is a need for more consistent routines to analyze data and respond to student learning needs through timely instructional adjustments, formative assessment, and increased student engagement in higher-order thinking. Third, student and family engagement efforts are in place but need to become more systematic, equitable, and consistent in order to improve communication, reduce barriers to participation, support attendance, and strengthen students' connection to school goals.

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 a Multi-Tiered System of Support (MTSS), Ansel Adams Elementary School aims to strengthen academic instruction and improve student outcomes. Our approach is grounded in the use of common, reliable data to ensure a culturally responsive, strength-based, and differentiated learning experience for all students.

The school's goal is to achieve a 5% increase in proficiency across the following universal measures in English Language Arts, Mathematics, and Science:

* K–2 DIBELS Assessment
* 3rd–6th Grade i-Ready Universal Screener (ELA)
* 3rd–6th Grade CAASPP English Language Arts
* K–6th Grade i-Ready Universal Screener (Mathematics)
* 3rd–6th Grade CAASPP Mathematics
* 5th Grade California Science Test (CAST)
* California Dashboard Indicators: English Language Arts, Mathematics, and English Learner Progress Indicator

This targeted improvement will support overall academic growth, close achievement gaps among student groups, and ensure that all students are prepared for continued success.

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

The implementation of instructional strategies and targeted interventions during the 2025–2026 school year demonstrated overall effectiveness in improving student achievement across multiple academic areas. Through a strong focus on the Multi-Tiered System of Supports (MTSS), data-driven instruction, and consistent progress monitoring, the school met the majority of its articulated goals.

In early literacy, the school exceeded its K–2 DIBELS MOY goals, with kindergarten achieving 78.9%, first grade 77.2%, and second grade 75.3%, all surpassing their respective targets. This success reflects the effective implementation of structured literacy practices, targeted small-group instruction, and consistent use of assessment data to guide instruction. Similarly, the 2nd–6th grade i-Ready ELA Diagnostic goal was met at 37%, indicating steady progress in reading comprehension and foundational literacy skills across upper grades.

In mathematics, results were mixed. While the 3rd–6th grade CAASPP Mathematics goal showed growth compared to prior performance, the school did not meet its i-Ready Math MOY goal, achieving 26% compared to the target of 31%. This suggests a need to continue strengthening Tier 1 core instruction, increase intervention support, and enhance focus on mathematical reasoning and problem-solving.

State assessment results in English Language Arts were a notable strength. The school exceeded its CAASPP ELA goal, achieving 39.8%, demonstrating the positive impact of an aligned curriculum, writing integration, and literacy-focused professional development. However, the 5th-grade CAST goal for English Learners was not met, indicating a need to better integrate science instruction with language development strategies and provide additional support for English Learners in accessing grade-level content.

Additionally, the school successfully maintained its California Dashboard English Lear Progress Indicator (ELPI) at 65%, sustaining a Blue performance level. This reflects the effective implementation of designated and integrated English Language Development (ELD) and targeted supports for multilingual learners.

Summary of Effectiveness

Overall, the school's strategies were largely effective, particularly in literacy and English learner progress. Key strengths included:

* Strong early literacy outcomes (DIBELS)
* Growth in ELA achievement (i-Ready and CAASPP)
* Sustained progress for English Learners (ELPI)

Areas for continued improvement include:

* Strengthening mathematics instruction and intervention systems
* Increasing achievement in science, particularly for English Learners
* Enhancing alignment between Tier 1 instruction and intervention supports in math and science.

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

Overall, the school implemented most SPSA strategies and activities, especially those related to MTSS, early literacy, and data-driven instruction. However, variances arose between planned resource use and actual expenditures.
This difference in implementation was most evident in interventions. The SPSA allocated significant funding for supplemental intervention teachers and MTSS structures to provide targeted Tier 2 and Tier 3 support. Although these supports were established, staffing constraints and scheduling challenges impacted consistency and frequency, especially in upper grades and mathematics. As a result, outcomes were stronger in literacy than in math and science.
Another difference concerned professional development and instructional consistency. Funds were allocated for professional development, including SIPPS training, ELA/Math initiatives, and MTSS collaboration time. Although these opportunities were provided, full implementation varied across classrooms due to competing priorities, staff availability, and the need for classroom coverage. As noted in the SPSA analysis, there remains a need to strengthen instructional consistency and ensure that all students receive rigorous, standards-aligned instruction.
In terms of budgeted expenditures, most funds were used to support key strategies, including instructional materials (e.g., AVID supplies, supplemental resources), technology programs, intervention staffing, and after-school intervention programs. However, some funds were flexibly used or adjusted to meet immediate site needs, including substitute coverage, supervision, and operational demands. Additionally, there was a stronger emphasis on early literacy investments (e.g., ELA TOSA support, SIPPS implementation, DIBELS assessments), which aligned with the site's success in K–2 reading outcomes but resulted in comparatively fewer resources and less consistent implementation in mathematics and science supports.

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 the analysis of student performance data, the school will not make significant changes to the overall goal or core metrics, as the current focus on academic growth through MTSS, data-driven instruction, and standards-aligned teaching remains appropriate. The existing metrics (DIBELS, i-Ready, CAASPP, CAST, and Dashboard indicators) will continue to be used to monitor progress toward student achievement.

However, several refinements to strategies and implementation practices will be made to strengthen outcomes in identified areas of need. Based on the analysis, the school will:

Increase instructional consistency across classrooms, particularly in mathematics and science, to ensure all students receive rigorous, standards-aligned instruction

* Strengthen MTSS implementation, with a focus on protecting intervention time and improving the consistency of Tier 2 and Tier 3 supports
* Enhance data use within PLCs, ensuring that student data is used more effectively to guide instruction and target interventions
* Provide additional targeted support for struggling students, especially in upper grades and content areas where goals were not met (e.g., math and science)

* Continue prioritizing early literacy practices while expanding supports in other content areas for balanced student achievement

These adjustments are reflected in the SPSA in the following sections: Analysis Section (Page 14) – Identifies the need for stronger instructional consistency, increased support for struggling students, and continued focus on data-driven instruction.
Strategies/Activities Section (Pages 8–12) – Outlines MTSS structures, professional development, intervention supports, and instructional resources that will be refined and strengthened moving forward
Annual Measurable Outcomes (Pages 6–7) – Confirms that the same metrics and expected outcomes will continue to guide progress monitoring

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
Ansel Adams 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 and behavioral growth was effective during the 2025–2026 school year. The school successfully implemented a comprehensive system of supports grounded in Positive Behavioral Interventions and Supports (PBIS), with a focus on improving school climate, student well-being, and behavioral outcomes.

Key strategies included the consistent implementation of PBIS expectations across campus, ongoing monitoring of behavioral data, and targeted supports for students requiring additional intervention, such as Check-In/Check-Out (CICO) and small group counseling (e.g., social skills and grief groups facilitated by the school counselor). Staff collaborated regularly to review data, identify trends, and adjust supports to better meet student needs. In addition, schoolwide assemblies, student recognition systems, and community-building activities contributed to a positive and inclusive school culture.

As a result of these efforts, the school saw measurable improvements in key indicators. Chronic absenteeism decreased by 5.3 percentage points, exceeding the expected reduction of 3 percentage points. Additionally, the suspension rate declined to 3.2%, reflecting improved student behavior and support systems, although the school remains in the Yellow performance level on the California Dashboard. These outcomes demonstrate meaningful progress toward creating a more supportive and responsive learning environment.

PBIS implementation fidelity improved across all tiers, reflecting stronger systems of support and more consistent practices among staff. The school is also progressing toward Platinum-level PBIS recognition, demonstrating a high level of implementation and effectiveness.

Overall, the strategies and activities were successful in creating a safe, supportive, and positive learning environment where students feel connected and supported. Continued focus on PBIS implementation, staff training, and targeted student supports will further strengthen outcomes and sustain long-term success.

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

Overall, the school implemented the majority of the planned strategies and budgeted expenditures to support the Social-Emotional Behavioral goal, including PBIS systems, student recognition programs, counseling supports, and schoolwide activities. However, some adjustments were made to better respond to site needs.

One difference involved the implementation of Tier 2 and Tier 3 supports, such as Check-In/Check-Out (CICO) and counseling groups facilitated by the school counselor. While these supports were implemented, the frequency and consistency varied due to counselor availability, student needs, and scheduling constraints. As a result, services were sometimes provided on a more flexible or responsive basis rather than as originally structured.

In terms of budgeted expenditures, funds allocated for PBIS incentives, assemblies, and student recognition activities were largely used as intended to reinforce positive behavior and strengthen school culture. However, some funds were adjusted or reprioritized to address immediate student needs, including increased support for social-emotional interventions, supervision, and maintaining a safe school environment.

Additionally, while funds supported staff collaboration and PBIS implementation, time for training and calibration varied due to competing responsibilities. This resulted in some inconsistency in implementation across classrooms, despite overall strong PBIS practices.

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

Based on the analysis of implementation and outcomes, the school will maintain the overall Social-Emotional Behavioral goal and core metrics, as the current PBIS framework and tiered system of supports have demonstrated effectiveness in improving student behavior, attendance, and school climate. However, several refinements to strategies and activities will be implemented to strengthen outcomes. The school will:

*Increase the consistency and structure of Tier 2 and Tier 3 interventions, including CICO and counseling groups
*Enhance data-driven decision-making through consistent use of behavioral and attendance data during team meetings
*Strengthen PBIS implementation across all classrooms through additional staff training and calibration
*Expand supports for students with chronic absenteeism and repeated behavior incidents, including increased family outreach
*Refine schoolwide PBIS systems, including assemblies, recognition, and community-building activities
*These changes focus on improving the fidelity, consistency, and responsiveness of implementation, rather than significantly modifying the goal or metrics.

These changes can be found in:

Goal 2 Analysis Section – Identifies the need for increased consistency and targeted supports
Strategies/Activities Section (PBIS and Student Supports) – Outlines tiered interventions and PBIS systems to be strengthened
Annual Measurable Outcomes – Maintains focus on suspension rates, chronic absenteeism, and school climate indicators

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 school activities and decision-making processes.

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

The implementation of strategies to strengthen parent involvement was effective during the 2025–2026 school year. The school implemented a structured communication plan designed to improve family engagement, increase transparency, and create meaningful opportunities for parent participation. Key strategies included regular communication through weekly newsletters, Blackboard messages, and classroom-level communication. The school also provided multiple opportunities for parent involvement through School Site Council (SSC), English Learner Advisory Committee (ELAC), parent-teacher conferences, and family engagement events. Workshops and informational meetings were offered to support families in understanding academic expectations, student progress, and available resources. As a result of these efforts, the school saw increased parent participation in school events and meetings, as well as improved communication between home and school. Parents demonstrated greater awareness of school programs and student expectations, and participation in SSC and ELAC meetings remained consistent. These outcomes reflect progress toward building stronger partnerships between families and the school.
Overall, the strategies and activities were successful in creating a more inclusive and collaborative school environment, where families feel informed, valued, and connected to the school community. Continued efforts to expand outreach and engagement opportunities will further strengthen parent involvement.

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

Overall, the school implemented the majority of the planned strategies and budgeted expenditures to support parent involvement, including communication tools, family engagement events, and parent meetings. However, some differences occurred due to participation levels and scheduling challenges. One difference involved parent participation in workshops and engagement events. While multiple opportunities were provided, attendance varied depending on parent availability, work schedules, and other commitments. As a result, some events had lower participation than anticipated. In terms of budgeted expenditures, funds allocated for parent engagement activities, materials, and communication platforms were generally used as intended. However, some funds were adjusted or used flexibly to better meet family needs, including providing fingerprinting services, translation support, and additional outreach efforts to increase accessibility. Additionally, while communication systems were implemented consistently schoolwide, there were variations in the frequency and consistency of classroom-level communication, which impacted the overall effectiveness of the communication plan.

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 outcomes, the school will maintain the overall Parent Involvement goal and core metrics, as the current strategies have shown effectiveness in increasing communication and engagement.

However, several refinements will be made to strengthen outcomes. The school will:

*Increase flexibility in parent engagement opportunities, including offering meetings and workshops at varied times and formats (e.g., virtual options)
*Strengthen two-way communication, ensuring consistent and timely communication from all classrooms
*Expand outreach efforts, particularly for underrepresented families, including translation services and targeted communication
*Enhance parent education opportunities by providing workshops that support student learning and understanding of school system
*Increase participation in decision-making processes, encouraging greater involvement in SSC, ELAC, and other leadership opportunities
*Provide additional fingerprinting opportunities for families to reduce barriers and increase volunteer participation

These changes focus on improving the accessibility, consistency, and inclusiveness of family engagement efforts, rather than significantly modifying the goal or metrics.

These changes can be found in:

Goal 3 Analysis Section – Identifies trends in parent participation and the need for increased engagement and communication

Strategies/Activities Section (Family Engagement and Communication) – Outlines communication systems, parent meetings, and engagement opportunities that will be refined

Annual Measurable Outcomes – Continues to monitor parent participation and engagement indicators

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, Ansel Adams Elementary will improve student outcomes in English Language Arts (ELA), Mathematics, and English Learner (EL) Progress, as measured by the California Dashboard and district i-Ready assessments. This will be achieved through strengthening Tier 1 core instruction and providing targeted Tier 2 supports within a comprehensive Multi-Tiered System of Supports (MTSS) framework. All students will demonstrate growth toward meeting or exceeding grade-level standards in ELA and Mathematics, and English learners will make measurable progress in developing English language proficiency.

Aligned with three-year California Dashboard trends, the school will reduce distance from standard by 6 points in both ELA and Mathematics and increase the percentage of English Learners making annual progress by 3 percentage points, supporting continued academic growth.

Locally, based on four-year i-Ready middle-of-year trend data, the school will reduce distance from standard by 7 points in Reading and 6 points in Mathematics, as measured by the i-Ready Diagnostic.

LCAP Goal to which this School Goal is Aligned

LCAP goal to which this school goal is aligned.

LCAP Goal 1: Increase student achievement and accelerate learning outcomes through high-quality instruction, data-driven practices, and targeted supports.

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 CNA, several key instructional needs were identified:

*Inconsistent use of data to inform instruction and limited real-time instructional adjustments
*Limited use of formative assessment and differentiation, resulting in uneven responsiveness to student learning needs
*Student engagement is often passive, with limited opportunities for student discourse, inquiry, and ownership of learning
*Professional learning is not consistently differentiated or job-embedded, limiting its impact on instruction
*Initiative overload and lack of coherence reduce instructional clarity and flexibility
*Need for protected instructional time, especially for reading, writing, and core content areas

Steps taken include strengthening MTSS, refining PLC structures, prioritizing instructional focus, and improving professional learning systems.

Annual Measurable Outcomes

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

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
CA Dashboard: English Language Arts (ELA) Distance from Standard.	2025 CA Dashboard: 26.9 points below standard.	2026 Dashboard: Reduce distance from standard to 20.9 points below standard.
CA Dashboard: Mathematics Distance from Standard	2025 CA Dashboard: 49.7 points below standard.	2026 Dashboard: Reduce distance from standard to 43.7 points below standard.
CA Dashboard English Learner Progress	2025 CA Dashboard: 59.7 making progress	2026 Dashboard: Increase to 62.7% points below standard.
i-Ready ELA MOY Distance from Standard	(MOY 2026): 28.31 points below standard	(MOY 2027): Reduce distance from standard to 21.31 below standard.
i-Ready Math MOY Distance from Standard	(MOY 2026): 18.6 points below standard	(MOY 2027): Reduce distance from standard to 12.6 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 instructional practice through targeted professional learning Action Steps > Provide quarterly professional development on Visible Learning practices, CORE instructional strategies, and the effective use of i-Ready data to inform instruction. > Facilitate quarterly PLC sessions in which teachers analyze student data, identify learning needs, and plan instructional responses aligned with the MTSS framework. > Provide ongoing targeted professional learning to support the effective implementation of new curriculum and instructional materials. > Conduct weekly classroom walkthroughs and provide timely feedback to strengthen instructional practice and promote the use of evidence-based strategies. > Provide GLAD (Guided Language Acquisition Design) training for all teachers to strengthen instruction > Partner with a SIPPS consultant to provide coaching, modeling, and professional learning that strengthens early literacy instruction and intervention practices (4 times for grade level span). > Provide CPI training for TK, Kindergarten, RSP, and SDC teachers to strengthen staff capacity in behavior support, de-escalation, and student safety.	All Students	$36,007 Title I 1150 Teacher Sub $8,996 Title I 3000 Benefits

1.2	Leverage AVID resources and related materials to support Tier 1 instruction Action Steps > Purchase supplemental instructional materials > Provide AVID supplies for student > Headsets > Two Promethean Boards > Technology Licenses (Reflex Math, Frax, etc.)	All Students	$38,062 Title I 4300 Materials $12,000 Title I 4475 Technology ($500-$9,999)
1.3	Implement Standard Plus Writing to improve student writing and academic discourse. Action Steps > Purchase Standard Plus Writing materials > Provide teacher orientation on program use > Teachers implement writing lessons in core instruction > Teachers will monitor student writing samples > Teachers adjust instruction based on student needs	All Students	$16,000 Title I 4300 Materials
1.4	Implement Language Power to strengthen integrated ELD and support English Learners' access to grade-level content. Action Steps > Provide teachers with Language Power materials > Introduce program during a staff or grade-level meeting > Teachers implement academic vocabulary routines during core instruction > Teachers use Language Power strategies during ELA and content lessons > Review English Learners progress during PLC meetings	English Learners	$11,000 Title I 4300 Materials
1.5	Provide targeted interventions for students performing below grade level during the day and after school Action Steps > Identify students using DIBELS, i-Ready, and CAASPP data > Create small group intervention schedules 8-10 weeks > Provide Tier 2 and Tier 3 instruction > Monitor student progress every 8-10 weeks > Adjust groups based on student progress	Targeted Students	$8,010 Title I 1120 Teacher Temp $17,275 Title I 1150 Teacher Sub $6,000 Title I 2120 Para Temp $8,650 Title I 3000 Benefits
1.6	Increase the number of minutues of Tier 1 instruction across subjects for all students	All Students	$0 Title I

	Action Steps > Revise the master schedule > Provide critieria for staff for master schedule > Ask staff input on critieria for the master schedule > Finalize master schedule and share with staff by May		
1.7	Continue to engage with District ELA TOSA to strengthen early literacy and instructional practices. Action Steps > Schedule coaching support for K–3 teachers > Model or co-teach literacy lessons when needed > Assist teachers with DIBELS and SIPPS data > Support intervention planning for students below grade level > Collaborate with administration to monitor progress	All Students	$0 Central Title I
1.8	Provide educational assemblies to support student learning and school culture. Action Steps > Select assemblies that support academics or student wellness > Schedule assemblies aligned to school goals > Provide grade-level appropriate assemblies > Gather staff feedback after assemblies	All Students	$10.000 Title I 5800 Prof and Operating/Consultants
1.9	Provide study trips that supplement grade-level core curriculum and offer students experiential learning opportunities to deepen understanding of academic standards, increase engagement, and strengthen critical thinking skills. Strategy/Action Steps > Teachers align study trips with grade-level academic standards and instructional goals > Provide pre-trip instruction to build background knowledge and establish learning objectives > Implement hands-on learning experiences during study trips to reinforce classroom instruction > Facilitate guided exploration and inquiry-based learning opportunities > Integrate interdisciplinary connections across content areas > Provide structured reflection activities such as journaling, discussions, or presentations	All Students	$11,220 Title I 5872 Field Trips $20,000 Title I 5712 Transportation

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.

Positive Behavioral Intervention and Support & Social-Emotional Learning
Increase tiered supports to strengthen social-emotional and behavioral interventions by implementing a comprehensive, multi-tiered system of support that improves student behavior, engagement, and attendance. Ensure all students have equitable access to standards-based curriculum delivered by well-trained, highly qualified teachers in safe, supportive, and well-maintained learning environments.

LCAP Goal to which this School Goal is Aligned

LCAP goal to which this school goal is aligned.

LCAP Goal 2: Provide a safe, supportive, and inclusive learning environment that promotes student well-being and reduces behavioral and attendance barriers.

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 a review of California Dashboard and local data, the following needs were identified:

- The school remains in the Yellow performance level for suspension rate, indicating a continued need to strengthen behavioral supports
- Although chronic absenteeism decreased by 5.3 percentage points, continued efforts are needed to further reduce absenteeism and improve student engagement
- There is a need for greater consistency in Tier 2 and Tier 3 behavioral interventions (e.g., CICO, counseling supports)
- Variability in PBIS implementation across classrooms impacts consistency of expectations and student outcomes
- Some student groups require additional targeted supports to address behavior and attendance challenges

Steps taken include strengthening PBIS systems, increasing access to targeted interventions (CICO, counseling groups), and improving data monitoring and collaboration.

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
Suspension Rate	3.2% (Yellow)	Decrease to 2.5% (Green)
Chronic Absenteeism	Decreased by 5.3 points	Decrease by 3%
PBIS Implementation (TFI or fidelity measure)	Approaching Platinum	Achieve Platinum-level PBIS recognition
Office Discipline Referrals (ODRs)	Baseline site data	Decrease by 10%
Student Engagement/Climate Survey	Baseline site data	Increase positive responses 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 structured collaboration, consistent expectations, and tiered behavioral supports. Action Steps > Administrators review behavior and attendance data monthly > Hold PBIS team meetings monthly > Identify students needing Tier 2 or Tier 3 support > Reinforce schoolwide expectations in classrooms > Provide staff reminders on PBIS strategies > Monitor implementation and adjust supports as needed	All students	$0 Title I
2.2	Provide PBIS assemblies and materials to reinforce school expectations and promote positive behavior. Action Steps > Schedule PBIS assemblies > Reinforce schoolwide expectations during assemblies > Recognize positive student behavior through student store > Gather staff feedback to improve future assemblies	All students	$5,000 Title I 5800 Prof and Operating/Consultants
2.3	Continue to provide Tier 2 behavioral supports for students needing additional intervention. Action Steps > Identify students needing Tier 2 support > Implement Check-In Check-Out (CICO) > Provide small group counseling support > Monitor student progress every 8-10 weeks > Adjust supports based on data	Targeted students	$0 Title I
2.4	Improve attendance through monitoring and targeted interventions. Action Steps > Administrators review attendance data monthly > Work with CWA officer to identify students with chronic absenteeism > Contact families to provide support > Recognize improved attendance > Monitor progress regularly	Targeted students	$0 Title I

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 and family engagement by implementing consistent, accessible, and equitable communication systems that promote meaningful participation, improve student attendance, and support academic success and overall well-being. Through these efforts, all students and families will feel safe, valued, and connected to the school community, as evidenced by improved climate survey results, increased attendance rates, and positive trends in behavioral data.

LCAP Goal to which this School Goal is Aligned

LCAP goal to which this school goal is aligned.

LCAP Goal 3: Increase parent and family engagement and strengthen partnerships between home and school to support student success and improve attendance and engagement outcomes.

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 (CNA) and local data, the following needs were identified:

- Family engagement systems are not yet consistent or equitable, with uneven participation across families
- Parent focus group data indicate families want more involvement but face barriers such as communication access and scheduling challenges
- CALL data shows a decline in Practice 4.3 (Engage students and families), indicating reduced effectiveness over time
- Attendance is a persistent challenge, particularly for students with the greatest academic and behavioral needs, and is closely tied to family engagement
- Communication tools (e.g., ParentSquare/Class Dojo) are used, but access and consistency vary across classrooms and families

Steps taken include increasing communication platforms, offering family events, providing translation services, and expanding outreach efforts.

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
Parent Participation in SSC/ELAC	Consistent participation	Increase participation by 10%
Attendance at Parent Workshops/Events	Baseline site data	Increase attendance by 10%
Parent-Teacher Conference Participation	Baseline site data	Maintain or increase =95% participation
Parent Communication Engagement (SMORE, Blackboard)	Baseline site data	Increase engagement by 10%
Parent Survey (School Climate/Engagement)	Baseline site data	Increase positive responses 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
3.1	Provide family engagement opportunities to support student learning and strengthen school partnerships. Action Steps > Schedule family engagement events throughout the year > Provide academic-focused family nights (Literacy, Math, etc.) > Offer flexible meeting times > Provide translation support when needed > Collect feedback after events	All students/families	$0 Title I: Parent Involvement
3.2	Strengthen communication between school and families. Action Steps > Continue sending weekly school newsletters > Use ParentSquare consistently > Continue encouraging teachers to communicate regularly with families > Continue shharing academic and attendance expectations > Provide updates on school events and programs	All Families	$0 Title I: Parent Involvement
3.3	Increase family participation in school leadership opportunities. Action Steps > Invite families to SSC, ELAC, Safety meetings > Offer translation support > Share meeting topics in advance	Targeted Families-English Learners	$500 Title I: Parent Involvement 4325 Food For Meetings
3.4	Partner with families to improve student attendance. Action Steps > Share attendance expectations with families > Contact families when attendance concerns arise > Recognize improved attendance > Provide resources to support attendance > Monitor attendance data regularly	All students/families	$0 Title I: Parent Involvement
3.5	Increase the number of family and community volunteer participation by providing accessible fingerprinting opportunities and reducing barriers to volunteering. Action Steps > Schedule at least two fingerprinting opportunities during the school year	All Families	$3000 Title I: Parent Involvement 5800 Prof and Operating/Consultants

	> Share fingerprinting information through newsletters and ParentSquare > Invite families during school events (Back-to-School Night, Open House, etc.) > Provide support for families needing assistance with the process > Track approved volunteers and encourage participation in school activities		
3.6	Provide parents with resources and materials to support student learning at home and strengthen school-family partnerships. Action Steps > Provide learning resources during family engagement events > Share grade-level academic resources through newsletters or Parent Square > Provide materials to support reading and math at home > Share strategies with families to support student learning > Encourage families to use resources to support homework and practice skills	All Families	$1006 Title I: Parent Involvement 4300 Materials
3.7	Classified Support: • Classified support for parent meetings throughout the year to help ensure families feel welcomed, informed, and connected to the school, strengthening communication and partnership between home and school.	All Families	$250 Title I: Parent Involvement 2920 Other Class Temp $98 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.

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	$213,074
Total Funds Budgeted for Strategies to Meet the Goals in the SPSA	$203,084.00
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	$198,230.00
Title I: Parent Involvement	$4,854.00
rCalc_TotbyFSGrpFederal_50_FundSrc}	$

Subtotal of additional federal funds included for this school: $203,084.00

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

State or Local Programs	Allocation ($)
Central Title I	$0.00
rCalc_TotbyFSGrpStateLocal_50_FundSrc}	$

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

Total of federal, state, and/or local funds for this school: $203,084.00

Budgeted Funds and Expenditures in this Plan

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

Funds Budgeted to the School by Funding Source

Funding Source	Amount	Balance

Expenditures by Funding Source

Funding Source	Amount
Central Title I	0.00
Title I	198,230.00
Title I: Parent Involvement	4,854.00

Expenditures by Budget Reference

Budget Reference	Amount
	0.00
1120 Teacher Temp	8,010.00
1150 Teacher Sub	53,282.00
2120 Para Temp	6,000.00
2920 Other Class Temp	250.00
3000 Benefits	17,744.00
4300 Materials	66,068.00
4325 Food For Meetings	500.00
4475 Technology ($500-$9,999)	12,000.00
5712 Transportation	20,000.00
5800 Prof and Operating/Consultants	8,010.00
5872 Field Trips	11,220.00

Expenditures by Budget Reference and Funding Source

Budget Reference	Funding Source	Amount

	Central Title I	0.00
	Title I	0.00
1120 Teacher Temp	Title I	8,010.00
1150 Teacher Sub	Title I	53,282.00
2120 Para Temp	Title I	6,000.00
3000 Benefits	Title I	17,646.00
4300 Materials	Title I	65,062.00
4475 Technology ($500-$9,999)	Title I	12,000.00
5712 Transportation	Title I	20,000.00
5800 Prof and Operating/Consultants	Title I	5,010.00
5872 Field Trips	Title I	11,220.00
	Title I: Parent Involvement	0.00
2920 Other Class Temp	Title I: Parent Involvement	250.00
3000 Benefits	Title I: Parent Involvement	98.00
4300 Materials	Title I: Parent Involvement	1,006.00
4325 Food For Meetings	Title I: Parent Involvement	500.00
5800 Prof and Operating/Consultants	Title I: Parent Involvement	3,000.00

Expenditures by Goal

Goal Number	Total Expenditures
Goal 1	193,230.00
Goal 2	5,000.00
Goal 3	4,854.00

School Site Council Membership

California Education Code describes the required composition of the School Site Council (SSC). The SSC shall be composed of the principal and representatives of: teachers selected by teachers at the school; other school personnel selected by other school personnel at the school; parents of pupils attending the school selected by such parents; and, in secondary schools, pupils selected by pupils attending the school. The current make-up of the SSC is as follows:

1 School Principal

3 Classroom Teachers

1 Other School Staff

5 Parent or Community Members

Name of Members	Role
Christina Bregman	Classroom Teacher
Shannon Wood	Classroom Teacher
Vilma Delmir	Parent or Community Member
Rondell Norrington	Parent or Community Member
Kristine Diez	Parent or Community Member
Keith Hatcher	Parent or Community Member
Hue Phan	Principal
Amy Yang	Classroom Teacher Parent or Community Member
Sophia Comparan-Del Real	Parent or Community Member
Jennifer Bettencourt	Other School Staff

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 4/23/2026.

Attested:

	Principal, Hue Phan on 4/23/2026
	SSC Chairperson, Sophia Comparan-DelReal on 4/23/2026