Capri Elementary School

Single Plan for Student Achievement
2026-27

CDS Code: 37-68080-6066989

Date of this revision: March 20, 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 process.

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The District Governing Board will review this revision of the School Plan in April 2026.*

Vision of the Encinitas Union School District

Encinitas Union School District ignites the limitless potential of all learners.

School Overview

Capri Vision

Capri Elementary prepares ALL students in our Dual Language Immersion (DLI) school to embrace the challenges and opportunities of the future. Capri benefits from a diverse multicultural community, and the Dual Language program is an essential part of who we are. The three goals for all DLI students are ***bilingualism and biliteracy***, ***high academic achievement***, and ***cross-cultural understanding***. The staff and families of Capri Elementary School are committed to ensuring that ALL Capri students become culturally aware and environmentally responsible global citizens, making a positive impact on their community and world. Towards this goal, we:

- Promote active appreciation of diversity, including within single language groups.
- Uphold equal status of the two program languages.
- Value and utilize cross-linguistic transfer.
- Value all students' native language and cultural background.

Capri Elementary: School Profile

A California Distinguished School, Capri has served the community of Leucadia in north coastal San Diego County since opening in 1969. Our families describe our K-6 school of approximately 600 students as a "hidden jewel overlooking the Pacific". Capri's students are culturally, linguistically, and economically diverse. Capitalizing on the richness of our diversity, Capri has developed an exemplary Dual Language Immersion (DLI) program, which serves approximately half our student population. Like our English-only program, DLI is a challenging and rigorous academic program, and students come to Capri from throughout the district. The DLI program implements a 90/10 immersion model in which K-1 students receive 90% of their instruction in Spanish and 10% in English. Each year, the percentage of time instructed in English in core subjects increases by 10%, until 4th -6th grade, which is 50/50. Students in the DLI program are eligible to receive the Pathway to Biliteracy Award at the end of 6th grade.

Capri's professional development has focused on supporting the shift towards competency-based learning, notably the implementation of a new report card in 2024-2025, and increasing student achievement in the Learner Profile competencies highlighted in EUSD's *Framework for the Future*:

- *Empowered Learners*: Learners passionately pursue their interests by directing their own inquiry and learning.
- *Global Citizens*: Learners are culturally aware and environmentally responsible, making a positive impact on their community and world.
- *Innovative Thinkers*: Learners solve complex problems by critically evaluating information, taking risks and exploring novel ideas and solutions.
- *Wellness Advocates*: Learners promote mental, social and physical well-being for themselves and others.
- *Skilled Communicators*: Learners compellingly speak, write, and present information with clarity to a variety of audiences.
- *Confident Collaborators*: Learners collaborate skillfully with others to pursue and achieve shared goals.

Capri's staff includes one MTSS Teacher on Special Assignment, three Ed Specialist teachers, and several support teachers and IAs, to ensure all students are supported and achieving. Enrichment opportunities are provided for all students, including Art, Music, Yoga, P.E., TRAC, and STEM (in addition to that which is taught in the classroom for each content area). Social-Emotional Learning lessons incorporating the CASEL framework are provided weekly to all classes via the "TRAC" program (Teambuilding, Regulation, Awareness, Community). Before- and after-school day care is offered by the YMCA though the ASES and Farm Lab programs, and numerous private after-school Enrichment Classes are offered on campus by Right at School. There is a high level of parental involvement and volunteers at Capri, and the PTA, School Site Council, Encinitas Educational Foundation (EEF), and English Learner Advisory Committee (ELAC) work collaboratively to support all students. Local facility bonds have supported modernization projects, which include classroom/facility upgrades and environmental sustainability initiatives. The November 2024 passage of Proposition Z will bring another set of modernization upgrades to our campus.

School Accountability Report Card (SARC)

The purpose of the School Accountability Report Card (SARC) is to provide parents and the community with important information about each public school. A SARC can be an effective way for a school to report on its progress toward achieving goals. The public may also use a SARC to evaluate and compare schools on a variety of indicators. Capri's SARC is linked here: https://www.eusd.net/our-district/school-accountability.

School Data

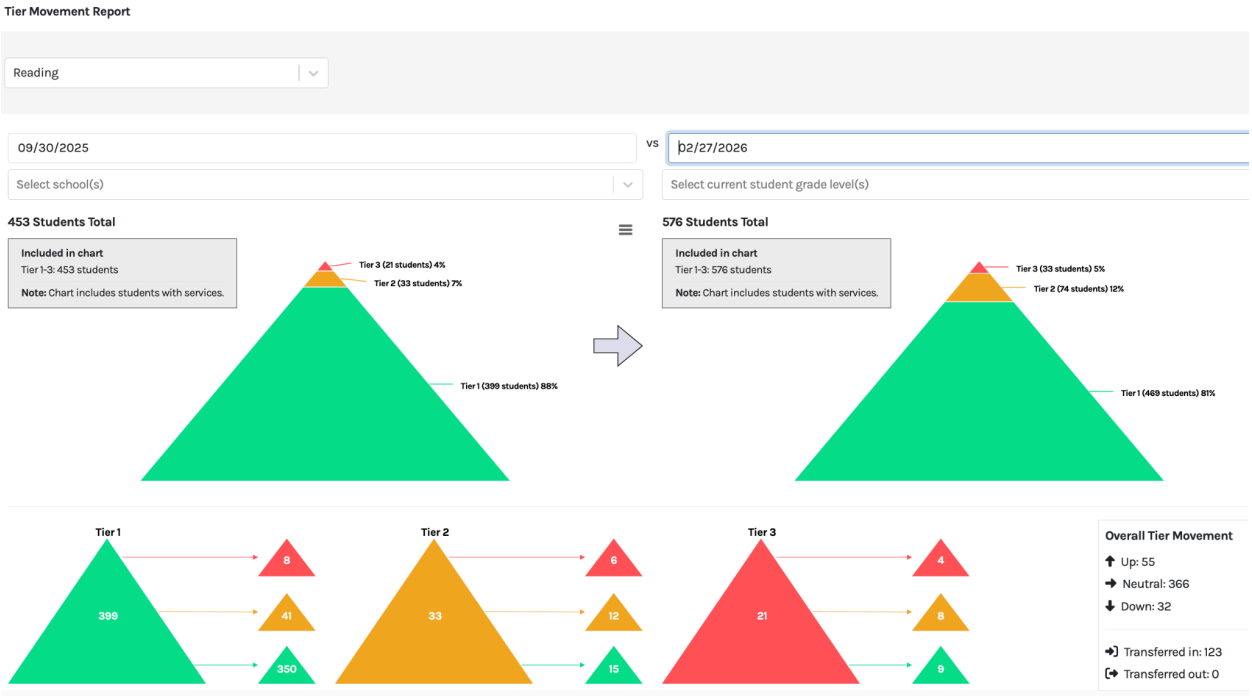
California School Dashboard Information

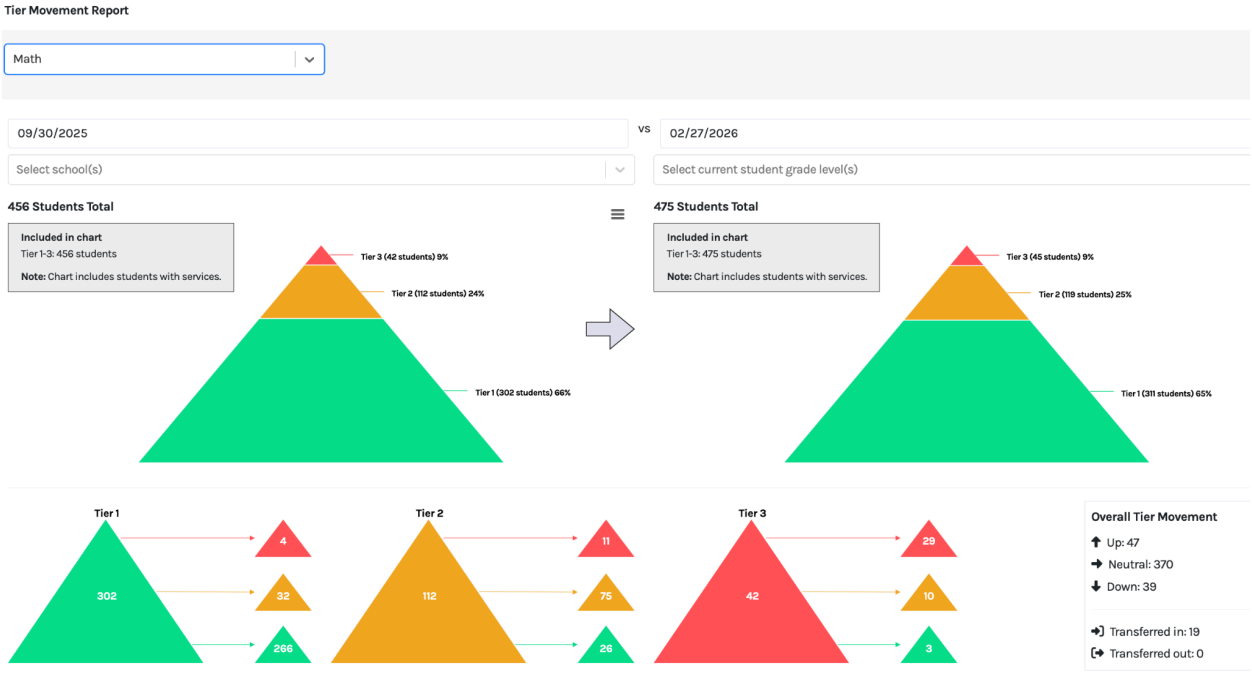
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(Spring 2025 CAASPP/CAST Test)

TIER MOVEMENT REPORT:

Beginning of Year 2025 to February 2026





TIER LEVEL REPORTS: February 2026

Tier Level Report

Reading

District Overview | Demographics

The data in this table is reflective of current tier levels, which have been set by tier automation or manually adjusted by staff.

Search schools

Percent | Count

Expand All | Collapse All

Tier %	School	# Tier 1	# Tier 2	# Tier 3	Total	No Tier	Total Enrollment
	Capri	449	81	49	579	3	582
	Kindergarten	50	4	15	69	0	69
	1st Grade	49	33	10	92	0	92
	2nd Grade	51	17	10	78	1	79
	3rd Grade	68	8	4	80	1	81
	4th Grade	82	4	4	90	0	90
	5th Grade	76	7	2	85	1	86
	6th Grade	73	8	4	85	0	85

Tier Level Report

Math

District Overview | Demographics

The data in this table is reflective of current tier levels, which have been set by tier automation or manually adjusted by staff.

Search schools

Percent | Count

Expand All | Collapse All

Tier %	School	# Tier 1	# Tier 2	# Tier 3	Total	No Tier	Total Enrollment
	Capri	310	122	47	479	103	582
	Kindergarten	14	4	1	19	50	69
	1st Grade	16	10	16	42	50	92
	2nd Grade	43	21	15	79	0	79
	3rd Grade	43	29	6	78	3	81
	4th Grade	67	19	4	90	0	90
	5th Grade	65	20	1	86	0	86
	6th Grade	62	19	4	85	0	85

Goals

Goal #1 Our site will demonstrate high levels of learning in English Language Arts, Math, Science and History Social Science.	
Progress Made in 25-26:	-Overall, met criteria for “high levels”; ● ELA/Math maintained, EL exceeded goals; Science declined -More consistency is occurring across grade levels in homework and use of technology. -Teacher teams planning interdisciplinary units and rubrics on Grade Level Collaboration Days -Mixing DLI/EO students benefits students academically AND socially. -Major improvements to library text collection in English & Spanish.
Feedback and Recommendations for 26-27:	**Feedback:** -More frequent monitoring and better tools needed for student achievement discussions throughout year -Teachers and Intervention Teachers/IAs focused on providing students with foundations in math and reading / phonics. -Intervention teachers/IAs have been very beneficial ● Additional support would be beneficial in writing and math, and for kindergarten support -(ELAC survey) Parents largely very happy with child’s progress -Multi-Tiered Systems of Support (MTSS) for all learners has been critical; DBCI process (Data-Based Consultative Intervention) process in place to support MTSS -MTSS ToSA remains very valuable -TRAC Tier 2 groups have been critical for students -Lunch academic clubs support student passions and/or learning (Math 24, Green Team, teachers available before/after school & lunch) -Teacher-designed projects and innovative & motivating kids to be successful Much feedback regarding technology & homework: ● Biggest area where grade-level alignment is needed. (Parents trust teachers with content and alignment within the school day.) ● Can teachers work together to be aware of total homework given? ● Student feedback mentioned prioritizing sleep & extracurricular activities, harm of electronics before bed (IXL), and ask for flexibility in due dates during week. -Teachers report horizontal & vertical alignment needed (within and across grade levels) in rigor, writing, math

	-Students appreciate time to dive deep for knowledge & understanding; don't always have the opportunity due to scheduling. -Are we *also* challenging students performing at/above grade level? (In class, in school.) *Igniting the limitless potential of all learners?* -Some students report wanting to be challenged more, others report teachers provide choices within tasks -District assessments sometimes not aligned with intended purpose (e.g., STAR & reading comprehension) -Combo classes are hard for/on teachers, so: A. Prioritize grade-level team support; B. An IA would help provide grade-level instruction; C. If teacher prefers, provide a way for full wheel time instead of split over two days -Is coverage/breadth of some content at the expense of depth (e.g., Science)? -A systematic/yearlong plan for collaboration between STEM teacher and classroom teachers would support science achievement -Attendance remains an issue **Recommendations:** -Ongoing Capri <u>and</u> EUSD professional development in curricular design (Learner Profile & Competency-Based Learning). Framework supports: ● Learners at/above grade level ● Depth of learning ● Student use of Learner Profile language *at their level* -STEM & Classroom teacher collaboration via a combination of: Shared Google Doc, yearlong plan, and/or quarterly check-ins, plus release time opportunities during year if needed. -Additional Science resources available for checkout (e.g., Ozobots; create a wish list) -CGI training 26-27 before math adoption year 27-28 -Earlier Kindergarten Response to Intervention (RtI) support
Areas of Focus for 26-27: ● Interdisciplinary unit(s) development incorporating Competency- Based Learning & Learner Profile competencies ● Grade-level alignment in homework and use of technology at home ● Teacher training & support for Integrated ELD instruction	**Resources & Funding Source for 26-27:** ● **Reading Specialist, Reading Intervention & IAs, ELD IAs; to provide reading & ELD support/intervention ($174,000, Title 1 & Supplemental Concentration)** ● **Kindergarten IA support ($11,800, Title 1)**

● Conceptually-based math instruction (e.g., Cognitively Guided Instruction, CGI) and math training to focus on concepts & understanding ● Instruction in Foundational Reading Skills (Science Of Reading/UFLI) ● Implementation of NGSS Units, Instruction	● Math IA, ELD teacher to provide math & ELD support/intervention (EEF, ELOP) ● MTSS ToSA (EUSD) ● Primary teachers trained in Orton Gillingham/ UFLI (EUSD) ● District-funded Assessment and Monitoring Tools (ex. Amira, AR, iReady, ST Math, Core Phonics) ● Assessment and Monitoring tools (IXL, Literably, AR, Brain Pop; non-categorical funding) ● High-quality enrichment staff (EUSD/EEF split STEM teacher cost, Prop 28 for music/art) ● Science/STEM digital curriculum tools (Mystery Science) ● High-quality aligned PLTW STEM Curriculum (EEF), plus additional materials/tools for checkout ● Grade level collaboration time (GLPD) weekly at site, districtwide 2x/year (EUSD)

Goal #2 Our site will foster parent, staff and community engagement by involving them in school activities and keeping them informed through various communication forms in order to enhance learning.	
Progress Made in 25-26:	-Teachers' communication regarding things outside their classroom is very helpful (e.g., wheel, programs, events across EO/DLI) -Continued new programming/events to build community (schoolwide Dia de los Muertos, Ruby Bridges Walk) -(Student) Events more inclusive (e.g., Winter Wonderland instead of the Grinch for Christmas) -ELAC is very active, with higher attendance of ELAC/Spanish-speaking parents at PTA meetings w/ELAC & PTA meetings now back to back (strong turnout of teachers at the ELAC meetings). -Created staff website to support teachers/staff with communication to families in all goal areas -All schoolwide communications bilingual (newsletters, emails/texts, signage)

	-Updated Capri website to address goal areas -Increased communication about enrichment (teacher presentations at multiple PTA meetings, monthly updates in newsletter, weekly instagram posts). -Communication about intervention at times feels lacking (when starting, and ongoing)
Feedback and Recommendations for 26-27:	**Feedback:** -Strong appreciation for signature events (Capri de Mayo); love the new events -Teachers report increases in how well parents know the Learner Profile (as evidenced by conference discussions) -(PTA) STRONG parent, teacher, and student participation! -Communication overall is improved and going well, especially in response to event feedback (e.g., Capri de Mayo). -(ELAC survey) Parents report a good understanding of ELPAC, basic/good understanding of what students are learning at each grade, they always feel welcome, and school is excellent at providing information. -Student Council and PTA have improved event communication -DLI and Spanish-speaking students have lower participation rates in variety show and other activities -ELAC/PTA focus has gone well! -Community liaison has been SO helpful -Students feel that Capri is very inclusive especially with events like Capri de Mayo and with learning about different cultures -EO parents may not know about Capri de Mayo, limiting EO student participation -High attendance at conferences and events (assemblies, festivals, variety show, Jog-a-Thon, etc.) -Input at Principal Chat, Superintendent Chats for parents, staff -HIgh number of volunteers -Report card is still a work in progress. Some love it, some upper grade parents worried about grading, concerned their child will not be prepared for traditional grading systems in middle/high school **Recommendations:** -Keep working on connecting the DLI & EO communities. -Find ways to increase participation rates of Spanish-speaking students in events. -Provide a workshop in each language to help parents support their child in reading. -Make some hard copies of flyers available

	-Provide more consistent info (classroom and schoolwide) that provides progress info and connections to Learner Profile -Build on successes of new programs to make more inclusive (e.g., education component for Dia de los Muertos) -Add all-parent education about Capri de Mayo, not just on DLI side, so EO students feel more included -Build on the positives of the report card, provide support in the areas where it's been a more challenging transition -Systematic communication/collaboration between teachers and intervention teachers such as DBCI progress update reporting to parents as well (template?), or, in upper grades, between teachers sharing students -"Lay of the Land" communication at outset of intervention (e.g., "Recommended for intervention 6-8 weeks because… ", "We're in communication with the classroom teacher…", "Working together to monitor progress and try to minimize disruptions to child's day" -Provide extra time to support staff to communicate w/classroom teacher -Classroom teachers or room parents forward the Breeze -Student news in some manner would be awesome
Areas of Focus for 26-27: -Family supports for targeted subgroups (e.g., primary Literacy Binders, parent workshops) -Expand parent communication networks to support feedback areas -Expand communications to support feedback areas above -Continuous improvement of community events to support: Student participation, inclusivity, community education -Student-led parent teacher conferences -EO and DLI student participation in Capri de Mayo -Bridges for ELA and PTA (back-to-back meetings, ELAC rep on PTA Board, mixed DLI/EO groupings)	**Resources & Funding Source for 26-27:** -Breeze Newsletter, Social Media, Google Calendar (PTA) -PTA-sponsored events throughout the year (PTA) -Food & translation services available for PTA/other meetings (PTA) -**Bilingual posters/signage for PBIS, more** (**$500, Title 1**)

Goal #3 Our site will maintain and improve safe, green and innovative learning spaces that promote health and wellness.	
Progress Made in 25-26:	-Major library improvements - a community space! -More and better supervision at recess & lunch -Communication system developed to provide info re recess/lunch issues to teacher to parent

	-Kids having club AND other (non-club) places at lunch time has been really beneficial for creating an inclusive community; staff opening up classrooms, students bring other students with them
Feedback and Recommendations for 26-27:	**Feedback:** -TRAC is incredibly helpful for students' regulation and development -Capri needs more space to hold activities and for storage. -(ELAC Survey) Parents satisfied with school safety. -Lunch clubs & Capri Strides have been huge successes. More clubs would be great if teacher/IA/room support was available: (e.g., Empowered Kids, Art Cart, "techie" club to collaborate/create) -Supervision of spread-out campus is a challenge -Is lining up on blacktop the best option? -Supervision is better but all noon duty needs to be empowered to set clear expectations and consequences for safety and student success. -Lacking shaded areas -(Students) Want staff/noon duty to listen to both sides of the story when problems come up -Not all staff reinforce expectations consistently -Safety trainings helpful! Some ideas below. **Recommendations:** -More comfortable spaces at lunch and recess around the school -IA funding to coordinate library activities, games -Noon duty training & empowerment for safety expectations, consequences, communication -Consistent expectations of behavior -Clear system for students' lunchtime travel to the library/garden -Evaluate current lining up plan alongside other options. -Safety training with the mindset of shepherding kids (slower).

Areas of Focus for 26-27:	**Resources & Funding Source for 26-27:**
-Schoolwide development & training in PBIS (Positive Behavior Intervention & Supports) -Social-Emotional Learning (classroom, TRAC) -Ongoing school safety planning, training, communication -Support lunchtime club/alternative activities -Partnership with BCK to support grade-level programs and student projects for sustainability (EUSD) -Green team and classroom-based sustainability projects	-Additional staffing for library to support alternative recess/lunch activities ($10,300, EEF) -Benches around campus (PTA/EEF) -SDCOE support for PBIS schoolwide planning (EUSD) -Regular site walks for facility and safety needs -Safety Plan Public Forum, other updates from Principal

<table>
<tr><td colspan="3">Goal #4
Our site will train and retain highly qualified staff.</td></tr>
<tr><td>Progress Made in 25-26:</td><td colspan="2">-Professional Development supporting all staff:
● English Language Development
● Neurodiverse Learners
● Positive Behavior Interventions & Supports
● Competency-Based Learning (supporting all learners)
● ”CPI Basics” initial de-escalation training
-Conference attendance and professional learning
● Dual Language Education
-UCSD/SDSU Research findings (aerial view) of positive staff culture/climate</td></tr>
<tr><td>Feedback and Recommendations for 26-27:</td><td colspan="2">Feedback:
-Strong intervention & IA Teams have been critical to student success.
-ELD teachers are a great resource for our students.
-OG training was very helpful.
-UFLI/OG training for IA’s would be helpful.
-Knowledgeable CPI team; continued staff training across campus would be beneficial - at least the verbal piece.
-More behaviors seems to be the new norm, so more training for teachers & IAs needed.
-Staff buy-in needed for PBIS- a true understanding of what it is supposed to be (based on COE trainings/guidance)

Recommendations:
-Intensive or “Refresher” training needed in:
● Cognitively Guided Instruction (CGI)
● PBIS (including noon duty)
● English Language Development (ELD)
● Spanish Language Development (SLD)
-EUSD support for Instructional Assistant retention (benefits, compensation, etc.)
-All-staff CPI training regarding verbal de-escalation techniques
-More training for teachers & IAs in responding to student behaviors
-UFLI/OG training for IA’s
-Continue staff culture/community initiatives and gatherings, continue to survey and respond (EUSD, UCSD, etc.)</td></tr>
<tr><td colspan="2">Areas of Focus for 26-27:
-Professional Development (Capri & EUSD) in goal areas, informed by data, feedback, and observation.
Schoolwide:
● Positive Behavior Interventions & Supports (PBIS)
● Competency-Based Learning (supports all learners)
● English Language Development</td><td>Resources & Funding Source for 26-27:
-EUSD Grade level professional development days (EUSD)
-MTSS ToSA and District ToSA teacher support (EUSD)
-CGI Math training (EUSD)
-Behavior pathways training</td></tr>
</table>

Personalized PD supporting: ● Cognitively Guided Instruction (CGI) ● PBIS (including noon duty) ● Behavior Pathways ● English Language Development (ELD) ● Spanish Language Development (SLD) Site-team conference PD supporting areas of need above -Staff culture and community-building activities	(EUSD) -New Teacher Induction Program w/EUSD mentors -Health benefits for enrichment and more IAs (EUSD) **-Up to $15,000 for Conference attendance OR trainer costs/subs for onsite training (e.g., Benchmark); Title 1)**

Goal #5 Our site will ensure exemplary programs, a wide variety of high quality learning resources, and engaging opportunities to provide personalized learning for the unique needs of diverse groups.	
Progress Made in 25-26:	-More clubs & Lunchtime offerings (Math 24, Film Guild, Green Team, Garden Club, TRAC Cave, Music Club, Chess, Cheer/Spirit, Capri Strides). -EUSD professional development support has been critical for grade-level Unit/Lesson Project Tuning (curriculum design, interdisciplinary units that provide opportunities for Learner Profile competencies) -Mixed EO/DLI enrichment classes (1st-6th grades) provide greater opportunity for friendships & collaboration, learning from/with others -Student leadership on the “big” things (students had asked for) -Superintendent’s Student Advisory Panel
Feedback and Recommendations for 26-27:	**Feedback:** -There is a greater familiarity overall with the Learner Profile, thanks largely to good ongoing training from EUSD in unit/lesson project tuning (curriculum design), but it also still feels early on in adoption. -Use of technology: ● Concerns about kids accessing inappropriate content, using for non-educational purpose (4th-6th; at school) ● Lack of consistency in iPad homework (IXL) at/across grades; some no IXL, some a lot ● A positive is that students/parents can log in on home devices -Homework: ● Teachers within some grade levels do not give the same amount of homework ● Some primary grades don’t give homework (other than reading), but a little would help students/parents make it a priority/habit.

	● Some parents want homework and some parents do not. It is hard to please everyone. Consider other resources for students/parents that want more -Teachers emphasize: ● Time management at Back to School Night presentations ● Homework should not be a challenge, it's practice; Talk to teacher ● DLI has its own built-in challenge for students -LOVE mixed EO/DLI -Student voice and *empowerment* alive through Student Council, Superintendent's Advisory Panel, more -(Students) Capri does well in the Global Citizens aspect (raising money for a well, TED Talks) -Students seem to understand the RAYS WAY more than they do the EUSD framework; feels disconnected. -Ideally TRAC not in wheel; continuity a challenge -A wide range of learning opportunities e.g. wheel/enrichment; ALL are valued - a full year desired for each! -(Student) Class/group novel choices are really good (e.g.*The Long Walk to Water*) -(Student) Good, fun opportunities to understand history and the different perspectives (e.g., "Walk Throughs"). Would like to mix the classes for this like we do with wheel -Upper graders report it's hard to make up work when absent. -After-school & lunch clubs are GREAT but create supervision & location challenges (partial future solution is to house some in rooms facing playground) -Activities/clubs often rely on volunteers, who do a great job but when we don't have them, the activity goes away. -Class buddies are GREAT! Not all classes have buddies -Library text collection significantly improved and appealing -Students want more practice typing with keyboards. **Recommendations:** -Ongoing training and other supports for implementation of Learner Profile competencies and EUSD's "limitless potential" vision (competency-based learning is a 3-5 year process in EUSD) -Grade-level teams adapt language of Learner Profile competencies to their grade -Revisit RAYS WAY with SDCOE PBIS guidance to address fit -TECHNOLOGY: ● Teacher & school communications about use of technology (frequency, apps/purpose (school & home), how teachers and district monitor to ensure students are safe/appropriate)

	● Grade levels aligned in use of technology for homework -HOMEWORK: ● Grade levels align amount of homework, consider due weekly, plan total homework that fits with Board policy -COMMUNICATION: ● Strive for alignment of communication at grade levels ● Teachers & school communications highlighting importance of attendance for academic and wellness reasons -Continue updating library text collection (esp. Spanish) -More books in Spanish for classroom use -Book sets for classroom use (modern/high interest, inclusive, diversity in literature) -Encourage buddies for all classes, innovate new buddy systems
Areas of Focus for 26-27: ● Tailoring Learner Profile by grade level to increase understanding and competency development (towards "limitless potential" vision) ● Interdisciplinary unit development and competency-based learning experiences (towards "limitless potential" vision) ● Increase grade-level alignment in areas of technology, homework, and communication	**Resources & Funding Source for 26-27:** **-Books for library & classroom, $2000 Title 1, +EUSD, +EEF, +PTA)** -Books in Spanish for students (library) -Books in English & Spanish for classroom use -Text sets (English & Spanish) for classroom/grade level use -EUSD digital citizenship lessons (K-6), plus assemblies & presentations (upper grades) -Lunch Clubs & Programs (Math 24, Film Guild, Green Team, Garden Club, TRAC Cave, Chess) -MTSS ToSA (EUSD) -Intervention staff and training (see Goals above) -After school Language Club (EUSD/ELOP) -Wheel classes (EUSD, EUSD/EEF split STEM cost) -Student voice in programs, decisions (Council, surveys, etc.) -Student led parent-teacher conferences

Proposition 28 Site Plan

Integrating Music and Art education into elementary school curriculum nurtures creativity, critical thinking, and holistic development in young minds. These disciplines provide a unique avenue for students to express themselves, fostering a sense of individuality and self-discovery. Music education enhances cognitive abilities, improving memory, concentration, and mathematical skills through the understanding of rhythm and patterns. Similarly, Art education encourages visual thinking, spatial reasoning, and fine motor skills, promoting a well-rounded cognitive development. Exposure to Music and Art cultivates cultural appreciation, fostering an understanding and respect for diversity.

With our Prop 28 funds of $74,696, we will supplement our Music and Visual Arts instructional program to provide our students with 60-75 minutes of weekly Music or Art instruction. Students will receive one quarter of Music instruction and one quarter of Visual Arts instruction for the school year. This will include using Music and Visual Art curriculums that aligns with the Visual and Performing Arts (VAPA) content standards for California in Music and in Visual Arts. This will also allow for students to have access to instruments and art supplies to enrich and enhance their Music and Art learning experiences.

SSC Membership

Education Code Section 64001(g) required that the SPSA be reviewed and updated at least annually, including proposed expenditures of funds allocated to their school through the Consolidated Application by the school site council. The current make-up of the school site council is as follows:

Name of Members	Principal	Certificated	Classified/ Other	Parent/Community Member
Chris Juarez	X			
Lance Gomez		X		
Chelsea Charles		X		
Michelle Lorch		X		
Rebecca Macdonald			X	
Bill Shen (Chairperson)				X
AnnaRose Lopez				X
Stephanie Clifford				X
Meenal Patel				X
Diana Schaefer				X
Number of members of each category	1	3	1	5

Recommendations and Assurances

The school site council recommends this school plan and proposed expenditures to the district governing board for approval and assures the board of the following:

1. The school site council is correctly constituted and was formed in accordance with district governing board policy and state law.

2. The school site council reviewed its responsibilities under state law and district governing board policies, including those board policies relating to material changes in the school plan requiring board approval.

3. The school site council sought and considered all recommendations from the following groups or committees before adopting this plan:

- School Staff (LCAP, Committees, SSC, and staff meetings)
- Capri Community Partners (LCAP, SSC, Principal Chats)
- ELAC (ELAC Meetings, ELAC survey)
- Students (LCAP, Superintendent's and Principal's Advisory Committees)

4. The school site council reviewed the content requirements for school plans of programs included in this *Single Plan for Student Achievement* and believes all such content requirements have been met, including those found in district governing board policies and in the LEA Plan.

5. This school plan 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.

6. The school site council adopted this school plan on: March 20, 2026

Attested:

Chris Juarez		3/20/26
School Principal	Signature of school principal	Date
BILL SHEN		3/20/26
SSC Chairperson	Signature of SSC chairperson	Date