School Year: 2026-2027

School Plan for Student Achievement (SPSA)

The instructions and requirements for completing the School Plan for Student Achievement (SPSA) follow the template in the SPSA Template instructions.

CSI Instruction:
The instructions and requirements for completing the School Plan for Student Achievement (SPSA) and Comprehensive Support and Improvement (CSI) planning requirements follow the template in the SPSA Template instructions.

ATSI Instruction:
The instructions and requirements for completing the School Plan for Student Achievement (SPSA) and Additional Targeted Support and Improvement (ATSI) planning requirements follow the template in the SPSA Template instructions.

School Name	County-District-School (CDS) Code	Schoolsite Council (SSC) Approval Date	Local Board Approval Date
Joshua Elementary	6014690	05/29/2026	06/16/2026

Plan Description

Briefly describe your school's plan for effectively meeting the ESSA requirements (For CSI and/or ATSI, if applicable) in alignment with the Local Control and Accountability Plan (LCAP) and other federal, state, and local programs.

This school site plan will be utilized school wide to ensure all students have their educational goal and social and emotional needs met. Title 1 and LCFF funds will be used to positively impact and improve the quality of education for all students including social and emotional support. There will be additional focus and support for those students with disabilities and other identified at-risk students.

This plan is fully integrated with federal, state, and local funding sources to ensure a cohesive and equitable system of support for every student. Progress will be measured through CAASPP scores, suspension and attendance data, Youth Truth survey indicators, and the CA Dashboard for student subgroups to ensure rigorous, inclusive instruction and measurable academic growth for all student groups.

Educational Partner Involvement

How, when, and with whom did your 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

Committee Name	Meeting Dates	Purpose of Meeting
School Site Council (SSC)	**August** **September** **October** **November** **January** **February** **March** **May**	**Is a group of teachers, parents, and classified employees who work with the school principal to develop, review, and evaluate school improvement programs and budgets.**

Positive Behavior Interventions and Supports (PBIS)	**August** **September** **October** **November** **January** **February** **March** **May**	**Teachers, school counselor, school psychologist meet with administration team to review data for supporting students' behavioral, academic, social, emotional, and mental heath. Goals are set and data is reviewed monthly to determine best practice in supporting all students.**
English Language Advisory Council (ELAC)	**September** **October** **November** **January** **February** **March** **April** **May**	**Families meet monthly with school team to advise principal, staff and school site council on the needs of Multi-Language Learners and the programs and services designed to support them.**

Parent Teacher Association (PTA)	**September** **October** **November** **January** **February** **March** **April** **May**	**To create and support a strong partnership between parents and teachers to support the school and its students.**
African American Advisory Council (AAAC)	**August** **September** **October** **November** **December** **January** **February** **March** **April** **May**	**To ensure the voices and needs of African-American students, families, and communities are heard and addressed within our school organization.**

Instructional Leadership Team (ILT)	**August** **September** **October** **November** **December** **January** **February** **March** **April** **May**	**The purpose of this team is to implement distributed leadership within a school, expanding the impact of the vision and goals for student outcomes. This becomes a team approach that is then shared with the rest of the teaching staff.**
APR	**September** **January** **March** **May**	**The purpose of the annual progress review is to assess progress, provide feedback and plan for the future. Feedback from multiple stakeholder groups will be reviewed and shared to make informed decisions.**

The plan was developed by the Joshua Instructional Leadership Team during the school year. We met on a bi-monthly basis. SSC approved our school plan May 20, 2025 revisions made and approved May 22, 2025 .

Comprehensive Needs Assessment Process

Comprehensive Needs Assessment Process Summary

Greatest Needs

Based on the lack of progress in all academic areas, Teacher Clarity in Tier 1 Instruction has been targeted as our greatest need.

Greatest Progress

Our greatest progress was in Foundational Reading in grades K-5. We had significant growth as indicated by our Plan Do Study Act cycles. During the first cycle, we monitored the effectiveness of our walk-to-learn model for tiered phonics instruction. We increased the time and duration for instruction to ensure optimal application for students. During our second cycle, we realized the data housed within the program portal was inaccessible to all. The leadership team decided on a teacher-generated tracking Sheet to provide clear and accessible data to all stakeholders. By monitoring student achievement closely through the Sheet, we identified weaknesses and improved our practice quickly. In i-ready we reduced 3+ below grade levels from 22% to 16% a decrease of 6%, in the 2+ we moved 28% to 18% a decrease of 10%, in the 1+ grade level below we maintained at 41%, in the at grade level we increased by 6% and in the Advanced we increased by 9% overall.

Performance Gaps

fe are 96.9 points from standard for all students in ELA and 142 points from standard in Math. We will continue to focus on Tier 1 instruction and the use of academic discourse to address comprehension, writing, and oral language. We are targeting grades 3-6 for additional support as they have 107 students who scored 2+ grade levels in ELA on I-ready. All students who need additional support according to I-ready, DIBELS, and CAASSP data were leveled and will receive content-specific intervention. Students will receive tier 2 and tier 3 supports from credentialed intervention teachers as well as small group intervention supports from a classroom teacher.

Supplemental Services

We will provide Professional Development for our staff in Tier 1 Instruction, Word Recognition, Language Comprehension, and Designated Language Acquisition supports. We will provide training in trauma-informed practice and student agency. We will also continue to use the Plan-Do-Study-Act cycle to identify drivers and action steps in all areas of our practice. In addition, we will provide home visits to develop relational capacity and assistance for our students.

CALIFORNIA COMMUNITY SCHOOLS PARTNERSHIP PROGRAM (CCSPP): IMPLEMENTATION PLAN

The Lancaster Elementary School District (LANCSD) has embraced a collaborative approach by integrating the California Community Schools Partnership Program (CCSPP) Implementation Plan into the Single Plan for Student Achievement (SPSA). This collaborative effort aims to improve alignment and efficiency in meeting shared educational goals. The integration allows for streamlined strategies, reduced duplication, and better coordination of resources and interventions. It also simplifies progress tracking and reporting, supports continuous adjustments, and fosters stronger collaboration among educational partners. This inclusive approach ensures a comprehensive, community-focused strategy for student success, making everyone involved feel part of a unified team.

In Spring 2023, the Lancaster Elementary School District (LANCSD) was awarded 22 five-year (2023-2028) Community Schools Implementation Grants. These grants, in partnership with site leaders, staff, parents, students, and community partners, signify a significant step towards a unified vision of establishing community-based learning hubs. With the active involvement of our community partners, these hubs will offer students and families access to comprehensive support services and resources in a centralized location, fostering holistic growth and strengthening community engagement.

The California Community Schools Framework (CA CS Framework) defines essential elements for successful community schools, including Four Pillars, Four Key Conditions for Learning, Four Cornerstone Commitments, and Four Proven Practices. The Lancaster Elementary School District (LANCSD) has identified four key Community Schools priorities to improve student outcomes in alignment with this framework, as informed by the previous year's data analysis. These priorities are: (1) Enhancing academic performance, social-emotional development, and student well-being by strengthening integrated student support services; (2) Empowering parents and families to contribute to their children's success by providing access to community resources and fostering active engagement in education; (3) Building the capacity of educators and staff to meet the academic and developmental needs of students through a Multi-tiered System of Supports (MTSS); and (4) Enhancing and expanding access to after-school, intersession, and summer learning opportunities to complement in-school instruction. These priorities are fully aligned with the CA CS Framework and support the overarching goals of Lancaster Elementary School District's Local Control Accountability Plan (LCAP), which include promoting academic achievement, equitable learning practices, and creating safe, supportive environments.

To implement and continuously enhance a whole-child approach to school improvement across the Lancaster Elementary School District, each school will engage in ongoing evaluation, reflection, and cycles of continuous quality improvement throughout the CCSPP grant and beyond. This process will focus on assessing the fidelity of implementation and the impact of CCSPP investments and initiatives. In collaboration with LANCSD and various educational partners, each school will annually review and update the Implementation Plan to reflect the progress and evolving needs of the community schools. The results will inform this review of the Needs and Assets Assessment and course corrections derived from continuous improvement efforts and school community engagement. The annual review process will incorporate data from the School Plan for Student Achievement (SPSA), YouthTruth Survey results, local assessment results, California school Dashboard, evaluation reports from previous and current years regarding the Four Pillars of Community Schools, and the Capacity-

Building Strategies (Shared Commitment, Understanding and Priorities, Centering Community-Based Learning, Collaborative Leadership, Sustaining Staff and Resources, and Strategic Community Partnerships).

COLLECTIVE PRIORITIES OF LANCASTER DISTRICT COMMUNITY SCHOOLS:

Priority	Outcome
Priority 1: Enhancing academic performance, social-emotional development, and student well-being by strengthening integrated student support services. **Strategies/Activities 1.1.1 , 1.1.2, 1.2.2, 1.4.2**	Success will be determined by comparing actual outcomes to baseline outcomes, including: • CAASPP and i-Ready Diagnostic Assessments to evaluate students' academic achievement • YouthTruth Survey results to assess school climate, student engagement, and social-emotional development • Multiple behavioral outcome measures, including attendance rates, chronic absenteeism, and suspension/ expulsion rates
Priority 2: Empowering parents and families to contribute to their children's success by providing access to community resources and fostering active engagement in education. **Strategies/Activities: 1.1.3, 2.1.1, 2.3.1, 3.1.2**	Success will be determined by: • Regularly administering surveys and conducting focus groups with parents, families, and community members to gather qualitative feedback on the perceived quality of community school services and the effectiveness of home-school-community engagement efforts • Analyzing year-over-year results from the Whole Child and Family Support Inventory to assess progress and identify areas for improvement
Priority 3: Building the capacity of educators and staff to meet students' academic and developmental needs through a Multi-tiered System of Supports (MTSS). **Strategies/Activities: 4.1.3, 5.1.1, 5.2.1**	Success will be determined by reviewing teacher and staff surveys, such as the YouthTruth and other site-specific surveys.

Priority 4: Enhancing and expanding access to after-school, intersession, and summer learning opportunities to complement in-school instruction. **Strategies/Activities: 1.4.2,2.3.1. 2.1.1**	Success will be determined by: • Increases in annual attendance in expanded learning programs • Growth in the number of out-of-school activities and events offered • Improved academic performance and student behavioral outcomes among expanded learning program participants (EL, Homeless, Foster Youth), as measured by CAASPP, ELPAC, and i-Ready Diagnostic scores, as well as redesignation rates of English Learners to Fluent English Proficient (RFEP)

CCSPP WHOLE CHILD AND FAMILY SUPPORTS INVENTORY:

For each potential support below, please identify if the support was part of your Community Schools Implementation Plan or Needs and Assets Assessment.

Potential Support	Are these whole child and family supports part of your Community Schools Implementation Plan/Needs and Assets Assessment?
	YES/NO
Health Screening and Services (vision, dental, hearing, neurological, physical health)	YES
Mental Health Screening and Services	YES
Nutrition Services and Support	YES

Academic Support (tutoring, specialist, etc.)	YES
Counseling/Wellness Center	YES
Multi-Tiered System of Support (MTSS)	YES
Coordination of Services Team (COST Team)	NO
Before School (times/services)	NO
After School (times/services)	YES
Summer/Intersession Programs	NO
During School (learning pathways, differentiated instruction, lab times, etc.)	YES
Teacher Leadership Development and Opportunities	YES
Parent Leadership Development and Opportunities	YES
Student Leadership Development and Opportunities	YES
Shared Decision-Making Bodies that center the voices of students, families, and community	YES
Multiple Modes of Family Communication & Involvement (e.g., student-teacher-family conferences, regular class information & outreach)	YES
Home Visits	YES
Adult Education (GED, ESL, Job Training, Financial Literacy, etc.)	NO
Positive Behavioral Interventions and Supports (PBIS)	YES

Practices that help prevent, reduce, and eliminate exclusionary discipline (restorative practices, peer mediation, trauma-formed practices, CHK, conflict resolution, etc.)	YES
Programs and practices that teach social-emotional skills (e.g., SEL curriculum (Sown to Grow, Second Step, Wondergrove, Kelso's Choice), mindfulness practices, etc.)	YES
Project-Based Learning	YES
Culturally-Sustaining and Responsive Curriculum and Pedagogy	YES
Community-Based Curriculum, Pedagogy, and Projects	YES
Personalized Learning Plans	YES
Performance Assessments (e.g., capstones, portfolios, etc.)	YES
Advisory System to ensure every student has a home base/family group and an advisor who knows them well	YES
Other: Write In	
Other: Write In	
Other: Write In	

STRATEGY 1: SHARED COMMITMENT, UNDERSTANDING, AND PRIORITY:

PART A: Describe the developmental plans for ensuring the Overarching Values are reflected in your community schools work.

Our developmental plans focus on embedding our Overarching Values into every aspect of our community schools work by prioritizing trust-building, fostering strong positive relationships, and uniting the school and community. We will link classroom instruction to real-world, community-based experiences to engage families and students through hands-on, relevant learning. A sense of belonging for all stakeholders will be cultivated through inclusive practices and active participation. Continuous reflection and analysis of data will guide informed decision-making, improve learning conditions, ensure equitable access for all students, and strengthen shared accountability.

PART B: Describe how you will engage historically marginalized student and family groups.

Joshua Elementary School will engage historically marginalized student and family groups by fostering inclusive partnerships through culturally responsive outreach, multilingual communication, and family-focused events. We will create welcoming spaces for all voices, provide equitable access to school resources and leadership opportunities, and build trust through consistent, meaningful engagement that reflects the diverse needs and strengths of our community.

PART C: GOALS AND ACTIONS:

Please describe the top three goals for your community schools' initiative based on your Needs and Assets Assessments and their associated actions. At least one goal should be identified from the Whole Child and Family Inventory.

Goal	Was this goal submitted with the first APR?	Explain how the school has developed it, particularly as it relates to your Needs and Assets Assessment.	Explain the action(s) you took in the SY 2025-2026 to meet this goal.
Goal 1: Promote community, student and family engagement through multiple communication modes. By May 2027, Joshua Elementary will increase students’ sense of belonging by 15 percentage points as measured by YouthTruth Survey data by expanding inclusive, community-based learning programs and schoolwide activities that reflect diverse student interests and identities. The school will strengthen family engagement by increasing participation in school events, programs, and decision-making opportunities, as measured by a 10% increase in family attendance at school events and meetings and increased ParentSquare engagement analytics. These efforts will ensure every student and family feels valued, connected, and supported within the school community. 2.1.1 2.3	YES	We met with our School Site Council to discuss current needs using data at the school and shared the proposed goal and it was approved by the SSC participants.	Use of Parent Square Phone calls Email Posters put up around campus Parent meetings/ Title 1 meetings School-wide events PTA Sponsored events YouthTruth Survey administered to students in 3rd-5th, families and staff to gather data

Goal 2: Promote positive behavior interventions and supports, including SOAR Store, SOAR tickets, and SOAR. (Safe, Ownership, Achieve, and Respect) By May 2027, Joshua Elementary will increase students' sense of belonging by 15 percentage points as measured by YouthTruth Survey data and reduce student suspensions by 15% through the implementation of multiple family engagement opportunities, Capturing Kids' Hearts strategies, Positive Behavioral Interventions and Supports (PBIS), Restorative Practices, and targeted mentoring supports that promote positive relationships, accountability, and school connectedness. 2.2 3.1.1 3.1.3 3.2.1	YES	Met with our School Site Council to discuss current needs using data at the school and shared the proposed goal and it was approved by the SSC participants.	PBIS kick off at beginning and middle of year, and end of year. Expectations reviewed by teachers and support staff. Weekly reminders in the Monday Announcements message on PA system. Bi-Weekly Paws Store for students to“buy” items using their tickets. Monthly recognition at assemblies and on PA system.

Goal 3: Ensure academic success and support for all students. By May 2026, students will increase proficiency in English Language Arts and Mathematics Common Core State Standards by 15 percentage points, as measured by common formative assessments, benchmark assessments, and state assessment data, demonstrating growth toward grade-level mastery. 1.1.1 1.2.1 1.2.2 1.3	YES	We met with our School Site Council and ELAC to discuss current needs using data at the school and shared the proposed goal and it was approved by the SSC participants.	Multiple data sources used at designated times of year to review data. State testing data review Professional Learning Community meetings with teacher teams to review data, create assessments, collaborate on lessons during the year.

GOAL ANALYSIS:

Describe any changes made to your planned goals, metrics, desired outcomes, or actions for the coming school year that resulted from reflections on prior practice. These reflections can include any substantive differences in planned actions and actual implementation of these actions, considerations of how effective specific actions were in making progress toward the goal, as well as identified areas of growth and any solutions you developed. (300 words or less)

Based on survey results and feedback from students, families and staff, decisions were made to increase the use of behavior supports and community building in classrooms and on campus.

We have also heard from families that school communication has increased, and they are positive about that. Much of this was due to the implementation of Parent Square by the school district as its communication platform. This provides families the ability to hear from their child's teacher, the administration at school and the district. Direct messaging can take place as well in case the parent/guardian needs to communicate with the teacher or the administration. This also provides families to be kept updated on school and district events which is a vital component of community building and a sense of belonging.

Academic rigor and engagement feedback from students and parents remained about the same and as we move more towards standards- based report cards and new math and language arts curriculum, our goal is to see higher percentages of proficient students in both language arts and math. There will also be an increase in small group instruction for students who need additional academic support. Based on the current needs for additional academic support, an ELA and Math Learning Center for students who meet set criteria in the area of reading and/or math will be started in the 2025-2026 school year

STRATEGY 2: CENTERING COMMUNITY-BASED LEARNING:

Describe your goals and action steps to assist educators in learning about students and families as well as understanding the theoretical roots and practical elements of community-based learning.

Empower educators to build meaningful relationships with students and families and to integrate community-based learning (CBL) into curriculum and pedagogy through a strong foundation in its theory and practice.

Action Steps:

1. **Professional Development:**
   Provide ongoing workshops on the foundations of community-based learning, including critical pedagogy, funds of knowledge, and place-based education.
2. **Community Immersion:**
   Organize structured opportunities for educators to engage directly with local communities through home visits, neighborhood walks, and participation in community events.
3. **Collaborative Planning:**
   Facilitate co-design sessions where educators, families, and community members collaboratively identify local knowledge, assets, and issues to shape curriculum content.
4. **Reflective Practice:**
   Implement regular reflective practices (e.g., journals, discussion circles) for educators to examine their assumptions, experiences, and growth in understanding community contexts.
5. **Resource Development:**
   Create and share toolkits and case studies that highlight effective community-based learning practices and partnerships.
6. **Evaluation and Feedback:**
   Develop metrics and gather feedback from students, families, and community partners to assess the impact of CBL and inform continuous improvement.

STRATEGY 3: COLLABORATION LEADERSHIP:

Describe the system of shared governance and site-level leadership structure at your community school (this could be a visual like an organizational chart of other graphic):

Our community school operates under a shared governance model that emphasizes collaboration, transparency, and inclusive decision-making. Leadership responsibilities are distributed among key stakeholders to ensure that all voices—staff, students, families, and community partners—are heard and valued.

School Principal

Instructional Leadership Team (ILT) | **Site Leadership Team (SLT)** | **Family & Community Council (FCC)**

Instructional Leadership Team (ILT)	Site Leadership Team (SLT)	Family & Community Council (FCC)
Department Heads	Grade-Level Leads	Parent/Community Reps
Teacher Leaders	Student Support Staff	Community Partners

1. **School Principal**
    - **Facilitates and supports shared decision-making.**
    - **Acts as liaison between district leadership and site teams.**
2. **Instructional Leadership Team (ILT)**
    - **Focus: Curriculum, instruction, and assessment.**
    - **Members: Department chairs, teacher leaders, instructional coaches.**
3. **Site Leadership Team (SLT)**
    - **Focus: School-wide operations, school culture, and policy implementation.**
    - **Members: Grade-level leads, counselors, support staff.**
4. **Family & Community Council (FCC)**
    - **Focus: Engagement, partnership development, and community-informed planning.**
    - **Members: Parents, local leaders, nonprofit reps.**

STRATEGY 4: SUSTAINING STAFF AND RESOURCES:

Describe the plans or steps you are considering to build sustainability beyond the life of your implementation grant:

1. **Build Strategic Partnerships: Strengthen collaborations with local organizations, academic institutions, and government agencies to share resources and align efforts.**
2. **Integrate into Existing Systems: Embed key roles and activities into partner organizations' operational structures to ensure continuity.**
3. **Develop a Sustainability Task Force: Form a dedicated team to focus on long-term planning, resource development, and performance tracking.**
4. **Invest in Capacity Building: Train current staff and develop leadership from within to reduce turnover and maintain institutional knowledge.**
5. **Leverage Volunteers and Interns: Expand the use of trained volunteers and student interns to support program delivery cost-effectively.**

STRATEGY 5: STRATEGIC COMMUNITY PARTNERSHIPS:

Describe the partnerships you have established or plan to establish, and how your school's partnerships will be responsive to the vision and priorities of students, staff, families and community members:

We have established and will continue to grow strategic partnerships with local businesses, nonprofits, higher education institutions, and civic organizations to support our school's mission. These partnerships are aligned with our vision to foster student success, staff development, family engagement, and community collaboration.

- **Student Support: We partner with local colleges and STEM organizations to provide mentorships, internships, and enrichment programs tailored to students' interests and career pathways.**
- **Staff Development: Collaborations with professional development providers and universities enhance instructional practices and leadership capacity.**
- **Family Engagement: We work with community centers and family resource organizations to offer workshops, language support, and wraparound services for families.**
- **Community Integration: We align with neighborhood associations and civic leaders to co-design initiatives that reflect community values and address local needs.**

All partnerships are guided by regular feedback from students, staff, and families to ensure responsiveness, equity, and shared impact.

Staffing and Professional Development

Staffing and Professional Development Summary

Our school is committed to deepening understanding and implementation of the California Common Core State Standards to ensure high-quality, standards-aligned instruction for all students. We prioritize professional development to support this goal, focusing on effective use of standards-based report cards and Common Formative Assessments to accurately reflect and support student learning.

Educators engage in ongoing collaboration through Professional Learning Communities (PLCs) to share best practices, analyze data, and refine instruction. This collaborative culture fosters continuous professional growth and enhances our ability to meet the diverse academic needs of students, ultimately supporting improved student outcomes and educational excellence.

Staffing and Professional Development Strengths

At our school, an **ALL IN mindset** and a commitment to **heart work** drives everything we do. Our staff is united in the belief that every student deserves the opportunity to succeed, and we work collaboratively to make that happen. Veteran teachers bring tried-and-true methods, stability, and deep classroom wisdom that support student growth, while new teachers contribute fresh, innovative approaches that inspire engagement and creativity. This balance strengthens our instructional practices and enhances our ability to build capacity in every learner.

Our culture of collaboration encourages the sharing of ideas and strategies, fostering continuous improvement and professional growth. Teachers actively pursue professional development, staying current with educational research and best practices. This dedication to lifelong learning ensures that instruction remains relevant and effective.

We also prioritize inclusive, personalized support for students with diverse learning needs, reinforcing our belief in equitable access to education. Together, our educators create a supportive, forward-thinking community that reflects the power of experience, innovation, and unwavering commitment to student success.

Needs Statements Identifying Staffing and Professional Development Needs

Needs Statement 1 (Prioritized): Students across all grade levels continue to demonstrate limited growth in English Language Arts (ELA) and Mathematics, with proficiency rates remaining below the state average.
Root Cause/Why: Compounding this challenge is a large group of new teachers who are still developing their instructional practice. These educators require structured mentoring, coaching, and targeted professional development to build their capacity in delivering high-quality, standards-aligned instruction.

Teaching and Learning

Teaching and Learning Summary

Despite current below-grade-level performance, ongoing data chats in English Language Arts and Math are laying a strong foundation for future success. The dedication of our teachers—both seasoned and new—targeted instruction and weekly Standards Mastery assessments are driving growth by identifying needs and providing timely feedback. While many of our educators are still building capacity in the profession, their commitment, combined with a focus on teacher retention and support, is fostering meaningful collaboration and informed teaching. In grades where growth has been slower, we are engaging in thoughtful analysis to understand the root causes and implement focused interventions to ensure continued progress in proficiency for all students.

Teaching and Learning Strengths

Our school has made gradual progress in English Language Arts and Mathematics, with all grade levels showing some growth. A decrease in students performing below grade level highlights the effectiveness of targeted interventions and support systems. Despite slow overall progress, our teachers consistently demonstrate resilience, creativity, a growth mindset, and a strong willingness to adapt and implement evidence-based practices to support student learning.

Needs Statements Identifying Teaching and Learning Needs

Needs Statement 1 (Prioritized): Math proficiency in grades 3rd-6th grade has remained the same (below state average) creating a widening gap from the state average.
Root Cause/Why: Teachers are addressing state standards, there is a need for more targeted small group instruction to support students demonstrating both mastery and gaps in specific skills. Additionally, students require multiple opportunities for collaboration and the use of UDL to effectively demonstrate understanding. These strategies must be consistently implemented across all classrooms.

Needs Statement 2 (Prioritized): English Language Arts proficiency in grades 3rd - 6th grade has remained below the state average creating a widening gap from the state average.
Root Cause/Why: More targeted small group instruction is needed to address specific skills for those who are not demonstrating mastery of the standard. Students are in need of having multiple opportunities to collaborate and use UDL to demonstrate their level of understanding needs and must be provided in all classrooms.

Needs Statement 3 (Prioritized): Multi-Language Learners have demonstrated growth in their acquisition of English. While many are demonstrating growth, there are many students who are not demonstrating an increase in their proficiency level as measured by the ELPAC Summative Assessment and continue to need additional support moving from somewhat developed to moderately an well developed.
Root Cause/Why: Teachers have been trained in teaching and implementing SDAIE and ELD standards based instruction. There needs to be more emphasis on foundational skills and academic language in all content areas to help support students with visual an auditory representation. Small group instruction to support those students needs to take place more often to reinforce content that has been taught whole class.

Needs Statement 4 (Prioritized): Implementation of the Next Generation Science Standards (NGSS) in all elementary grade levels using TWIG Science with fidelity to provide hands-on, inquiry based instruction that builds scientific literacy, critical thinking, and cross-curricular connections.
Root Cause/Why: Teachers are addressing the Next Generation state standards, there is a need for more targeted instruction demonstrating both mastery and gaps in specific skills. Additionally, students require multiple opportunities for collaboration and the use of UDL to effectively demonstrate understanding. These strategies must be consistently implemented across all classrooms.

Needs Statement 5 (Prioritized): Implementation of our Visual and Performing Arts program, students will get an opportunity to explore creativity through drawing, painting, music, and dance. They will learn to express their ideas, work together, and build confidence while having fun. Every student is encouraged to try new things, use their imagination, and enjoy the process of making art.
Root Cause/Why: Teachers are addressing visual and performance arts standards to engage students to try new things and give the opportunity to explore their creativity.

Parental Engagement

Parental Engagement Summary

Family engagement continues to trend upward, reflecting the success of our efforts to create a welcoming, inclusive learning environment that promotes student participation and presence. Increased family involvement in school events, meetings, and organizations like the PTA demonstrates a strong, collaborative community committed to student success. This engagement, alongside open dialogue about the link between attendance and student well-being, strengthens our shared mission to support academic and social-emotional growth. Positive feedback from students and staff further affirms the impact of our enriched school-day experiences.

Parental Engagement Strengths

Increased school events have boosted family attendance and fostered a stronger school community. PTA meetings have improved accessibility, enabling broader parent participation. A rise in parent volunteers reflects growing family commitment and enhances student experiences. Additionally, the use of Parent Square has strengthened communication between teachers and parents, supporting both academic and behavioral development. These efforts collectively enhance collaboration and student success.

Needs Statements Identifying Parental Engagement Needs

Needs Statement 1: We have seen a consistent increase in parent and family engagement with the addition of our Family Ambassador, Community Liaison, and Parent and Teacher Association. There is still a need to increase engagement with many of our families which will be a continued need each year.
Root Cause/Why: There is an increase in family engagement is encouraging, there are still many families who struggle to feel connected to the school community for a variety of reasons. Continued outreach with the school's Community Liaison and Family Ambassador along with the school administration team will encourage parents to become more involved in school events, activities, and feel a sense of belonging.

School Culture and Climate

School Culture and Climate Summary

The 30% of our students report feeling a sense of belonging at school compered to 24 % last year in our YouthTruth survey, reflecting the ongoing efforts of our staff to foster a secure and supportive environment. However, some students indicated they do not share this sense of belonging. This valuable feedback underscores the need for targeted actions to ensure all students feel safe and secure with a sense of belonging. We remain committed to improving these areas and we will use insights from the YouthTruth Survey to identify trends and implement additional programs or supports where needed. Staff will review survey results to celebrate successes and guide further improvement efforts.

School Culture and Climate Strengths

We are seeing a positive upward trend in student attendance and family engagement, reflecting the success of our efforts to build a welcoming and engaging learning environment. More students are actively participating in their education, and family involvement in school events and meetings—such as the Coffee with the Principal, PTA, ELAC, and School Site Council—continues to grow. This increased participation strengthens our school community and reinforces the vital home-school partnership that supports student success. Positive feedback from students and staff further confirms that our programs are making a meaningful impact.

Needs Statements Identifying School Culture and Climate Needs

Needs Statement 1 (Prioritized): Overall, most students feel safe and a sense of belonging at school; however, some do not, suggesting a need for additional support to improve these perceptions.
Root Cause/Why: Students' sense of safety and belonging at school may be impacted by external factors beyond the school environment. A detailed review of the YouthTruth Survey results will be shared with staff to identify trends and determine where additional support is needed to strengthen both safety and belonging for all students both at school an home.

Needs Statement 2 (Prioritized): Through the use of Positive Behavior Interventions and Supports, SEL, and Capturing Kids Hearts in all areas of campus, students have demonstrated more positive behavior choices in their classrooms, on the playground, and other areas of school.
Root Cause/Why: While we have seen a slow increase in positive behavior at school, some students continue to struggle with good decision making and require additional behavioral supports sustain and increase positive behavior choices.

Needs Statement 3 (Prioritized): The attendance of students has to increase over the course of the 2025-2026 school year. There is a need to address chronic absenteeism with students in all grade levels due to various reasons of being absent from school.
Root Cause/Why: Some families struggle with transporting their child/children to school and walking is hard due to the distance and weather conditions. Others have shared that their child does not like attending school so they do not want to force them. Parents have also stated that they so not want to have their kids as

school when other students are sick because it increases their childs chance of getting sick.

Goals, Strategies/Activities, and Expenditures

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

Goal 1.1

Goal #	Description
Goal 1.1	CCSPP Strategy 1: Shared Commitment, Understanding, and Priorities: We will see an increase in student achievement by continuing to offer tutoring services for 3rd, 4th, and 5th graders in the area of language arts using Community School Funds. Academics - By May 2026, students will demonstrate growth towards mastery of English Language Arts Common Core State Standards as measured by a variety of common and formative assessments and state assessment.

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
CAASPP-English Language Arts (All Students 3-5)	-112.9 (Red)	-109 (Orange)
CAASPP-English Language Arts- African American	-129.3 (Red)	-120 (Orange)
CAASPP-English Language Arts- Multi-Language Learners	-126.4 (Red)	-123 (Red)
CAASPP-English Language Arts- Socio-Econ. Disadvantaged	-112.8 (Red)	-109(Orange)
CAASPP-English Language Arts- Homeless	-171.3(Red)	-168 (Red)

CAASPP-English Language Arts- Foster Youth	-137.3 (Red)	-134 (Red)
CAASPP-English Language Arts- Students with Disabilities	-162.6 (Red)	-159 (Red)

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

Strategies/Activities Table

Strategy/ Activity #	Description	Students to be Served	Proposed Expenditures	Funding Source(s)
1.1.1	All grade levels will use critical reading skills to support student growth in English Language Arts. Students in Kindergarten through 2nd grade will participate in SIPPS and Heggerty to build early literacy foundational skills. Students in 3rd-6th grade will participate SIPPS for intervention and Magnet Reading.	All Students	$1,500	Title 1 Account Code: 4000–4999 Books and Supplies
1.1.2	CAASPP and ELPAC Student Academy Plan (Grades 3-6). SPSA Alignment- Implement a targeted after-school CAASPP Student Academy for grades 3-6, providing differentiated instruction in ELA and Mathematics aligned to ELPAC and CAASPP standards using data-driven small groups.		$10,000 $5,000	Title 1 Account Code: 1000–1999 Certificated Personnel Salaries Title 1 Account Code: 2000–2999 Classified Personnel Salaries
1.1.3	Implement Increased Family Engagement for Academic support for students.	All Students	$1,500	Title 1 Account Code: 4000–4999 Books and Supplies

Annual Review

SPSA Year Reviewed: 2025-2026

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

An Analysis of how this goal was carried out in the previous year.

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

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

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.

Goal 1.2

Goal #	Description
Goal 1.2	Goal for Math needed- CCSPP Strategy 1: Shared Commitment, Understanding, and Priorities: We will see an increase in student achievement by offering tutoring services for 3rd, 4th, and 5th graders in the area of mathematics using Equity Multiplier School Funds. Academics - By May 2026, students will demonstrate growth towards mastery of Mathematics Common Core State Standards as measured by a variety of common and formative assessments and state assessment.

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
CAASPP-Mathematics- (All Students 3-5)	-138 (Red)	-135 (Orange)
CAASPP-Mathematics- Multi-Language Learners	-141.6 (Red)	-137 (Orange)
CAASPP-Mathematics- African American	-159.7 (Red)	-156 (Orange)
CAASPP-Mathematics- Foster Youth	-137.7 (Red)	-135 (Orange)
CAASPP-Mathematics- Students with Disabilities	-150.6 (Red)	-147 (Orange)
CAASPP-Mathematics-Socioeconomically Disadvantaged	-137.3 (Red)	-134 (Orange)

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

Strategies/Activities Table

Strategy/ Activity #	Description	Students to be Served	Proposed Expenditures	Funding Source(s)
1.2.1	All grade levels will use adopted curriculum to increase their proficiency in Mathematics.	All Students	$2,000	Equity Multiplier Account Code: 4000–4999 Books and Supplies
1.2.2	Implementation of Learning Center designed to help students who need Tier 3 academic support in Mathematics based on multiple data sets such as i-Ready, Common Formative Assessments and Standards Mastery. Students identified in Tier 3 will have IEPs and pull in and pull out academic support as well as time in the Learning Center.	All Students	$99,144	Title 1
1.2.3	Math manipulatives and Supplies- Operational Expenditures	All Students	$1,500	Title 1 Account Code: 4000–4999 Books and Supplies

Annual Review

SPSA Year Reviewed: 2025-2026

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Analysis

An Analysis of how this goal was carried out in the previous year.

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

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

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.

Goal 1.3

Goal #	Description
Goal 1.3	School Goal for English Language Development- Academics: By May 2026, Multi-Language Learners will demonstrate growth and will increase their level of English proficiency as measured by the ELPAC Summative Assessment.

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
Dashboard- ELA (ELL)	-126.4 (Red) points below standard	-123 (Orange)
Reclassification Rates	EOY 2025	EOY 2026
Dashboard - English Learner Progress Indicator	21.9% Making progress	24%

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

Strategies/Activities Table

Strategy/ Activity #	Description	Students to be Served	Proposed Expenditures	Funding Source(s)
1.3.1	All Multi-Language Learners will receive high quality, rigorous first instruction with oral and visual supports to increase proficiency in the English language.	English Learners	$5,000	Title 1 Account Code: 5000–5999 Services and Other Operating Expenditures

Annual Review

SPSA Year Reviewed: 2025-2026
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

An Analysis of how this goal was carried out in the previous year.

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

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

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.

Goal 1.4

Goal #	Description
Goal 1.4	Implement the Next Generation Science Standards (NGSS) in all elementary grade levels using TWIG Science to provide hands-on, inquiry-based instruction that builds scientific literacy, critical thinking, and cross-curricular connections.

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
Dashboard - California Science Assessment (All Students)	-33.1 points below standard	-30 points below standard
Dashboard - California Science Assessment- African American	-37.2 points below standard	-34 points below standard
Dashboard - California Science Assessment- English Learners	-31.6 points below standard	-28 points below standard
Dashboard - California Science Assessment- Socioeconomically Disadvantaged	-33.8 points below standard	-30 points below standard

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

Strategies/Activities Table

Strategy/ Activity #	Description	Students to be Served	Proposed Expenditures	Funding Source(s)
1.4.1	Teachers will provide Next Generation Science Standards instruction to all fifth grade students using rigorous and clear teaching. AVID strategies will be incorporated by those teachers who have been trained.	All Students	$5,000	LCFF S/C Account Code: 4000–4999 Books and Supplies
1.4.2	Project Based Learning - School Wide - Increase student engagement, academic achievement, and social-emotional learning through rigorous, standards-aligned Project-Based Learning experiences in all grade levels (K-6), with a focus on literacy, math, collaboration, and real-world application.	All Students	$10,000	Title 1 Account Code: 4000–4999 Books and Supplies

Annual Review

SPSA Year Reviewed: 2025-2026

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

An Analysis of how this goal was carried out in the previous year.

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

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

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.

Goal 1.5

Goal #	Description
Goal 1.5	Implementation of our Visual and Performing Arts program, students will get an opportunity to explore creativity through drawing, painting, music, and dance. They will learn to express their ideas, work together, and build confidence while having fun. Every student is encouraged to try new things, use their imagination, and enjoy the process of making art.

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
Prop 28 Expenditures	Seasonal School and Class Performances	Fall, Winter, and Spring Performances

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

Strategies/Activities Table

Strategy/ Activity #	Description	Students to be Served	Proposed Expenditures	Funding Source(s)
1.5.1	Through the use of Prop 28 and other funding sources students will have an opportunity to engage in the Arts to explore creativity.	All Students	$1,500	Prop 28: Arts & Music in Schools 20% Account Code: 4000–4999 Books and Supplies

1.5.2	Teacher		$13,000 $10,000	Prop 28: Arts & Music in Schools 80% - Employment Account Code: 1000–1999 Certificated Personnel Salaries Prop 28: Arts & Music in Schools 20% Account Code: 4000–4999 Books and Supplies

Annual Review

SPSA Year Reviewed: 2025-2026

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Analysis

An Analysis of how this goal was carried out in the previous year.

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

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

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.

Goal 1.6

Goal #	Description
Goal 1.6	Fiscal Solvency - Operational Expenditure

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

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

Strategies/Activities Table

Strategy/ Activity #	Description	Students to be Served	Proposed Expenditures	Funding Source(s)
1.6.1	Operational Expenditure		$10,000	LCFF - Base Account Code: 4000–4999 Books and Supplies

Annual Review

SPSA Year Reviewed: 2025-2026

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

An Analysis of how this goal was carried out in the previous year.

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

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

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.

Goal 1.7

Goal #	Description
Goal 1.7	Community Schools - Operational Expenditures

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

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

Strategies/Activities Table

Strategy/ Activity #	Description	Students to be Served	Proposed Expenditures	Funding Source(s)
1.7.1	Certificated Tutor/Coach		$18,000	California Community Schools Partnership Program Account Code: 1000–1999 Certificated Personnel Salaries
1.7.2	Classified Instructors		$20,000	California Community Schools Partnership Program Account Code: 2000–2999 Classified Personnel Salaries

Annual Review

SPSA Year Reviewed: 2025-2026

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

An Analysis of how this goal was carried out in the previous year.

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

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

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.

Goal 1.8

Goal #	Description
Goal 1.8	Library collections, materials, and supplies

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

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

Strategies/Activities Table

Strategy/ Activity #	Description	Students to be Served	Proposed Expenditures	Funding Source(s)
1.8.1	Significantly improve the average age of the library collection and better reflect the needs and demographics of students		$5,000	LCFF - Base Account Code: 4000–4999 Books and Supplies

Annual Review

SPSA Year Reviewed: 2025-2026

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

An Analysis of how this goal was carried out in the previous year.

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

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

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.

Goal 2.1

Goal #	Description
Goal 2.1	CCSPP Strategy 3: Collaborative Leadership: Community schools will help support students through professional development with teachers on how to build classroom communities that are welcoming and inclusive for all students. By May 2026, students will increase their level of Social and Emotional well-being while at school.

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
Expected Outcome Suspension Rate-All	6.7% (Red)	3.5% (Red)
Suspension Rate- African American	11%(Red)	8%(Red)
Suspension Rate- English Learner	3.6% (Orange)	1% (Orange)
Suspension Data- Foster	18.4% (Red)	15% (Red)
Suspension Rate- Socio-Economically Disadvantaged	7% (Red)	3% (Red)
Suspension Rate-Students with Disabilities	6.7% (Red)	3% (red)
Suspension Rate -Hispanic	2.2% (Orange)	1% (Orange)
Chronic Absenteeism-All	47.5% (yellow)	44% (Yellow)

Chronic Absenteeism- Hispanic	55.3% (Red)	52% (Red)
Chronic Absenteeism- Homeless	71.2% (Red)	68% (Red)
Chronic Absenteeism- African American	52.4% (Orange)	49 % (Orange)
Chronic Absenteeism-English Learners	33% (Orange)	30% (Orange)
Chronic Absenteeism-Foster Youth	26.5%(Orange)	23% (Orange)
Chronic Absenteeism-Students with Disabilities	46.8% (Orange)	43% (Orange)
Chronic Absenteeism-Socioeconomically Disadvantaged	48.1% (Yellow)	45% (yellow)

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

Strategies/Activities Table

Strategy/ Activity #	Description	Students to be Served	Proposed Expenditures	Funding Source(s)
2.1.1	Family Involvement A CCSPP Framework will be utilized to develop both virtual and face-to-face opportunities that create parent capacity to assist students in academic achievement and social development of socioeconomically disadvantaged students. Staff will also be trained in the CCSPP Framework to support and develop family engagement and how it will be used at the site level to support student academic achievement.	All Students	$5,000	Title 1 Account Code: 5000–5999 Services and Other Operating Expenditures

Annual Review

SPSA Year Reviewed: 2025-2026

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

An Analysis of how this goal was carried out in the previous year.

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

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

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.

Goal 2.2

Goal #	Description
Goal 2.2	Reduce suspensions and increase students' sense of belonging by implementing Capturing Kids' Hearts strategies, Positive Behavior Intervention Systems (PBIS), Restorative Practices, and targeted mentoring supports to promote respectful relationships, accountability, and positive school culture by the end of the semester.

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
Dashboard - Suspension Rate-All Students	-6.7% (Red) suspended at least one day	-3% (Orange)
Dashboard - Suspension Rate-African American	11% (Red) suspended at least one day	8% (Orange)
Dashboard - Suspension Rate-Foster Youth	18.4% (Red) suspended at least one day	15% (Orange)
Dashboard - Suspension Rate-Socioeconomically Disadvantaged	7% (Red) suspended at least one day	4% (Orange)
Dashboard - Suspension Rate- Students with Disabilities	6.7% (Red) suspended at least one day	4% (Orange)

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

Strategies/Activities Table

Strategy/ Activity #	Description	Students to be Served	Proposed Expenditures	Funding Source(s)
2.2.1	Use social contracts, daily greetings, and the "Four Questions" to build positive relationships and manage behavior, teach and reinforce expected behaviors school-wide with recognition systems and behavior tracking, hold weekly restorative circles and use restorative conversations to address conflicts and repair relationships, and pair at-risk students with mentors for regular check-ins, goal setting, and support.	All Students	$5,000	LCFF S/C Account Code: 4000–4999 Books and Supplies

Annual Review

SPSA Year Reviewed: 2025-2026

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Analysis

An Analysis of how this goal was carried out in the previous year.

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Goal 2.3

Goal #	Description
Goal 2.3	CCSPP Strategy 2: Centering Community-Based Learning: Increase students' sense of belonging by expanding inclusive programs and activities that reflect diverse interests and identities, ensuring every student feels valued, connected, and supported at school.

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
Youth Truth - Elementary Question - "Do you feel like an important part of your school?*	2.14 Sometimes	3 Yes very often
Youth Truth - "Do you feel like an important part of your school?"	2.14 Sometimes	3 Yes very often

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

Strategies/Activities Table

Strategy/ Activity #	Description	Students to be Served	Proposed Expenditures	Funding Source(s)
2.3.1	Sense of Belonging Classroom Community Circles Hold regular "morning meetings" or "circle time" where students share thoughts, feelings, and affirm each other. Use prompts that celebrate identity and kindness (e.g., "What makes you feel proud of who you are?"). Buddy Class Programs Pair younger and older grade classes (e.g., 1st and 5th grade) for joint activities like reading, art, or games. Builds cross-grade relationships and mentoring. Interest-Based Clubs or Lunch Bunch Groups Offer short-term clubs during lunch or after school (e.g., Lego Club, Art Club, Nature Explorers). Allow students to help choose or suggest club ideas. Cultural & Family Heritage Activities Host a "Heritage Day" where students share foods, traditions, or stories from their background. Create classroom projects that celebrate family traditions and home cultures. Celebrate Kindness & Belonging Create a kindness wall or bulletin board where students recognize each other. Celebrate monthly "belonging heroes" who make others feel included. Family Engagement Events Host inclusive, low-barrier events like Family Read-Aloud Night or International Potluck. Translate invites and offer flexible attendance options.	All Students	$5,000	LCFF - Base Account Code: 4000–4999 Books and Supplies

Annual Review

SPSA Year Reviewed: 2025-2026

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Analysis

An Analysis of how this goal was carried out in the previous year.

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

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Goal 2.4

Goal #	Description
Goal 2.4	Operational Solvency

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

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

Strategies/Activities Table

Strategy/ Activity #	Description	Students to be Served	Proposed Expenditures	Funding Source(s)
2.4.1	Operational Expenditures-Teacher Substitutes		$16,000	Title 1 Account Code: 1000–1999 Certificated Personnel Salaries

Annual Review

SPSA Year Reviewed: 2025-2026

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Analysis

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Goal 2.5

Goal #	Description
Goal 2.5	Unrestricted State Lottery- Attendance -Incentives

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

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

Strategies/Activities Table

Strategy/ Activity #	Description	Students to be Served	Proposed Expenditures	Funding Source(s)
2.5.1	Attendance		$5,000	LCFF S/C Account Code: 4000–4999 Books and Supplies

Annual Review

SPSA Year Reviewed: 2025-2026

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

An Analysis of how this goal was carried out in the previous year.

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

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

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.

Goal 3.1

Goal #	Description
Goal 3.1	CCSSP Strategy 5: Strategic Community Partnership: We will continue to partner with our families and community resources to provide a welcoming environment for all and will see an increase in daily average attendance. Joshua will have a safe, warm welcoming and responsive climate for all students, staff, and families that promotes student well-being, strong attendance and an overall feeling of connectedness and belonging. All students will be engaged in learning and demonstrate positive behavior while at school. Joshua will use Second Step (SEL), Capturing Kids Hearts strategies and Positive Behavior Interventions and Supports in all areas of the campus.

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
Suspension Rate-All	6.7% (Red)	3.5% (Red)
Suspension Rate- African American	11%(Red)	8%(Red)
Suspension Rate- English Learner	3.6% (Orange)	1% (Orange)
Suspension Data- Foster	18.4% (Red)	15% (Red)
Suspension Rate- Socio-Economically Disadvantaged	7% (Red)	3% (Red)
Suspension Rate-Students with Disabilities	6.7% (Red)	3% (red)
Suspension Rate -Hispanic	2.2% (Orange)	1% (Orange)

Chronic Absenteeism-All	47.5% (yellow)	44% (Yellow)
Chronic Absenteeism- Hispanic	55.3% (Red)	52% (Red)
Chronic Absenteeism- Homeless	71.2% (Red)	68% (Red)
Chronic Absenteeism- African American	52.4% (Orange)	49 % (Orange)
Chronic Absenteeism-English Learners	33% (Orange)	30% (Orange)
Chronic Absenteeism-Foster Youth	26.5%(Orange)	23% (Orange)
Chronic Absenteeism-Students with Disabilities	46.8% (Orange)	43% (Orange)
Chronic Absenteeism-Socioeconomically Disadvantaged	48.1% (Yellow)	45% (yellow)

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

Strategies/Activities Table

Strategy/ Activity #	Description	Students to be Served	Proposed Expenditures	Funding Source(s)
3.1.1	Implementation of PBIS/CKH/Social-Emotional Learning to create a positive learning environment for all students.	All Students	$5,000	LCFF S/C Account Code: 4000–4999 Books and Supplies

3.1.2	Community School	All Students	$10,000	California Community Schools Partnership Program Account Code: 5000–5999 Services and Other Operating Expenditures
3.1.3	Implement SEL, PBIS, an CKH practices and strategies to reduction of Suspensions with supports of restorative practices and mentor support with ELEVO and Social Emotional Learning Lab. School Based Social Emotional Learning Lab and SEL non profit organization to work with our Tier 2 and Tier 3 SEL. The Social Emotional Learning Lab will help with students deregulated behaviors and offer support in zones of regulations and lessons that are specific wot negative behavior. Students will also write a self reflection on their behavior before they are reintegrated by to class.	All Students	$5,000	LCFF S/C Account Code: 4000–4999 Books and Supplies

Annual Review

SPSA Year Reviewed: 2025-2026

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Goal 3.2

Goal #	Description
Goal 3.2	School Safety Ensure all students feel safe and supported on campus through inclusive practices, clear policies, and accessible resources.

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
Youth Truth - "Do you feel like an important part of your school?"	2.14 Sometimes	3 Very Often

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

Strategies/Activities Table

Strategy/ Activity #	Description	Students to be Served	Proposed Expenditures	Funding Source(s)
3.2.1	Implement clear anti-bullying and restorative-practices, foster positive adult-student and peer relationships via mentorship and peer-mediation, and ensure accessible mental-health support and anonymous reporting. Build an inclusive culture through diversity celebrations, classroom restorative circles, and welcome-buddy systems, and maintain consistent supervision and regular safety drills.	All Students	$5,000	LCFF S/C Account Code: 4000–4999 Books and Supplies

Annual Review

SPSA Year Reviewed: 2025-2026

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Goal 3.3

Goal #	Description
Goal 3.3	CCSPP Strategy 4: Sustaining Staff and Resources: Attendance Increase daily school attendance among elementary students by creating a positive, engaging, and supportive school environment that encourages regular participation, while also partnering with parents to emphasize the importance of getting their children to school consistently and on time.

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
Chronic Absenteeism-All	47.5% (yellow)	44% (Yellow)
Chronic Absenteeism- Hispanic	55.3% (Red)	52% (Red)
Chronic Absenteeism- Homeless	71.2% (Red)	68% (Red)
Chronic Absenteeism- African American	52.4% (Orange)	49 % (Orange)
Chronic Absenteeism-English Learners	33% (Orange)	30% (Orange)
Chronic Absenteeism-Foster Youth	26.5%(Orange)	23% (Orange)
Chronic Absenteeism-Students with Disabilities	46.8% (Orange)	43% (Orange)

Chronic Absenteeism-Socioeconomically Disadvantaged	48.1% (Yellow)	45% (yellow)

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

Strategies/Activities Table

Strategy/ Activity #	Description	Students to be Served	Proposed Expenditures	Funding Source(s)
3.3.1	To increase daily school attendance among elementary students, schools should create a positive, engaging, and supportive environment that motivates regular participation. Key strategies include making learning enjoyable, building strong teacher-student relationships, recognizing good attendance, and fostering a welcoming school culture. Partnering with parents is essential--schools can provide clear communication about attendance expectations, offer resources to overcome barriers, and emphasize the importance of consistent, on-time attendance in supporting student success.	All Students	$5,000	LCFF S/C Account Code: 4000–4999 Books and Supplies

Annual Review

SPSA Year Reviewed: 2025-2026

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Goal 4.1

Goal #	Description
Goal 4.1	Learning Lab Implementation of Intervention & 2 SAI Teachers & 2 Paras

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
CAASPP-English Language Arts (All Students 3-5)	-112.9 (Red)	-109 (Red)
CAASPP-English Language Arts- African American	-129.3 (Red)	-120 (Red)
CAASPP-English Language Arts- Multi-Language Learners	-126.4 (Red)	-123 (Red)
CAASPP-English Language Arts- Socio-Econ. Disadvantaged	-112.8 (Red)	-109(Red)
CAASPP-English Language Arts- Homeless	-171.3(Red)	-168 (Red)
CAASPP-English Language Arts- Foster Youth	-137.3 (Red)	-134 (Red)
CAASPP-English Language Arts- Students with Disabilities	-162.6 (Red)	-159 (Red)

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

Strategies/Activities Table

Strategy/ Activity #	Description	Students to be Served	Proposed Expenditures	Funding Source(s)
4.1.1	Learning Lab Implementation of Intervention & 2 SAI Teachers & 2 Paras Implementation Tasks: A math Intervention Teacher will be hired and will work with the ELA Intervention Teacher and Specialized Academic Instruction teacher to develop and implement a Learning Lab to support tier 2 and 3 students in ELA, Math and Executive Function. Staff will use end-of-year data to tier students and create groupings for Learning Lab. Additional assessments will be performed by Learning Lab Teachers as needed to build intervention cycles. A non-negotiable schedule will be created to support intensive instructional minutes. Monitored by: Learning Lab teachers will provide progress monitoring data to all staff following each cycle. Classroom Teachers will monitor academics, participation, and effort. Administration will monitor attendance, academics, PBIS implementation, and award Bragtags (SIPPS, Heggerty, Attendance, i-ready, math, Social Emotional Learning, SOAR, CKH etc) based on student achievement.	All Students		

4.1.2	ELD Instruction All English Language Learners in Grades TK/K-5 will have 30 minutes daily designated small group ELD instruction based on ELPAC level. The site will develop Language Comprehension and accelerate Vocabulary Development while maintaining a safe and supportive learning environment through academic discourse, the use of academic sentence frames/stems, and language-rich read-alouds. Implementation Tasks: The site Literacy Coach and Instructional Coach will identify potential ELD instructional weaknesses and address those weaknesses by planning and executing a strategic approach for successful implementation of 30 minutes of small group ELD instruction. The Site Instructional (Grades TK-5) and Literacy Coaches (TK-3) will provide training and support to teachers in successful ELD strategies, small group intervention, classroom management, time management, AVID implementation, and learning intentions with corresponding success criteria. The Site Assessment Chair will monitor and implement site ELPAC assessment needs. Monitored by: EL chair will develop a support schedule for the bilingual para Grade Level Teams will monitor student progress in small-group instruction. Instructional Coach will support weekly data chats in PLC process. Bilingual Para will monitor student progress in small group intervention. Administration will monitor site student progress through ELPAC assessment results Administration will utilize Ellevation to monitor EL reclassification.	English Learners	$3,816.94	Title 1 Account Code: 5000–5999 Services and Other Operating Expenditures
4.1.3	Teacher Retention Enhancing leadership and climate at school and build up collective efficacy and best practices. Training on targeted areas to meet our students needs.	All Students	$1,500	Title 1 Account Code: 5000–5999 Services and Other Operating Expenditures

Annual Review

SPSA Year Reviewed: 2025-2026

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Goal 4.2

Goal #	Description
Goal 4.2	Operational Solvency - Operational Expenditures

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

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

Strategies/Activities Table

Strategy/ Activity #	Description	Students to be Served	Proposed Expenditures	Funding Source(s)
4.2.1	Operational Expenditures - Materials and Supplies		$5,000	LCFF - Base

Annual Review

SPSA Year Reviewed: 2025-2026

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Goal 4.3

Goal #	Description
Goal 4.3	Enhanced Support for Collaboration

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

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

Strategies/Activities Table

Strategy/ Activity #	Description	Students to be Served	Proposed Expenditures	Funding Source(s)
4.3.1	Classified Instruction - Extra Hours		$3,500	LCFF - Base Account Code: 2000–2999 Classified Personnel Salaries

Annual Review

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Goal 5.1

Goal #	Description
Goal 5.1	Implement ongoing Teacher PD for enhanced Teacher Clarity for teachers, Social Emotional Learning Lab and Mentors, Walk to Learn, Learning Center (labs).

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

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

Strategies/Activities Table

Strategy/ Activity #	Description	Students to be Served	Proposed Expenditures	Funding Source(s)
5.1.1	Ongoing Teacher Professional Development for Enhanced Teacher Clarity in Learning Intentions and Success Criteria to improve teacher clarity through effective use and understanding of Learning Intentions and Success Criteria, resulting in improved student learning outcomes.	All Students	$65,940	Equity Multiplier Account Code: 5000–5999 Services and Other Operating Expenditures

5.1.2	Implementation of Social Emotional Learning Lab and 2 Learning Centers designed to help students who need Tier 2 academic support in English Language Art, and Math based on multiple data sets such as, SSTs, SWIS data, PowerSchool Data, i-Ready, SIPPS small group instruction, Common Formative Assessments and Standards Mastery in partnership with ELEVO and Project Joy to provide mentorship to increase positive behavior and SEL.	All Students	$382,564 $172,104 $99,144	Equity Multiplier Account Code: 5000–5999 Services and Other Operating Expenditures Equity Multiplier Account Code: 5000–5999 Services and Other Operating Expenditures Equity Multiplier Account Code: 1000–1999 Certificated Personnel Salaries

Annual Review

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Goal 5.2

Goal #	Description
Goal 5.2	Literacy Coach and Reading Specialist Grant

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

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

Strategies/Activities Table

Strategy/ Activity #	Description	Students to be Served	Proposed Expenditures	Funding Source(s)
5.2.1	Teacher Coach		$28,000	Literacy Grant Account Code: 1000–1999 Certificated Personnel Salaries

Annual Review

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Goal 5.3

Goal #	Description
Goal 5.3	Early Literacy Student Block Grant

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

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

Strategies/Activities Table

Strategy/ Activity #	Description	Students to be Served	Proposed Expenditures	Funding Source(s)
5.3.1	Teacher Coach		$45,000	Literacy Grant Account Code: 1000–1999 Certificated Personnel Salaries

Annual Review

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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 Table

Description	Amount
Total Funds Provided to the School Through the ConApp	$175,061.06
Total Federal Funds Provided to the School from the LEA for CSI	
Total Funds Budgeted for Strategies to Meet the Goals in the SPSA	$1,090,712.94

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 1	$175,061.06
Comprehensive Support and Improvement (CSI)	$0.00
Title I Centralized Services	$0.00

Subtotal of additional federal funds included for this school: $175,061.06

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 ($)
LCFF S/C	$51,420.14
LCFF - Base	$77,130.21
California Community Schools Partnership Program	$164,957.80
Prop 28: Arts & Music in Schools 20%	$13,806.70
Prop 28: Arts & Music in Schools 80% - Employment	$55,226.80
Equity Multiplier	$1,493,415.00

Unrestricted State Lottery	$0.00
Restricted Lottery	$0.00
ELO-P	$150,000.00
Donations	$0.00
Literacy Grant	$564,221.24

Subtotal of state or local funds included for this school: $2,570,177.89

Total of federal, state, and/or local funds for this school: $2,745,238.95

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
Joshua Hagle	Instructional Leadership Team Teacher
Luz Vargas	Parent
Christine Session	Community Liaison
Laura Dunn	Family Ambassador

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 05/29/2026.

Attested:

	Principal, Santiago Meza on 05/29/2026
	SSC Chairperson, Tanai Vonteise on 05/29/2026