



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
Piute Middle School	6014740	05/15/2026	

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.

The actions steps for Piute Middle school are to implement structured literacy and intervention programs like SIPPS, to use data driven small group instruction in English

Language Arts and Mathematics, to use the adopted curriculum, and to provide academic interventions like MTSS (PBIS).

Piute will begin implementing at the start of the school year and have quarterly progress monitoring.

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

Piute Middle School will be engaged in ongoing consultation with the School Site Council, ELAC, AAAC, Parenting Partners, PTO and other community members/stakeholders. The SPSA will be reviewed at a minimum, quarterly, with these groups.

Resource Inequities (CSI and ATSI Only)

Briefly identify and describe any resource inequities identified as a result of the required needs assessment.

Piute Middle School's community consists of students from approximately five different feeder schools whose culture and climates are diverse. Our students live within an approximate five mile radius; students walk, use public transportation or are transported to school by their parents. Our SDC students are transported by bus. Approximately 62% of students are Hispanic, 31% are African American, 5% are white, 1% are Asian and 1% are of mixed race. 99% are of low socio-economic status. Currently, our school is 100% Free and Reduced lunch.

Comprehensive Needs Assessment Process

Comprehensive Needs Assessment Process Summary

Greatest Needs

Piute scored in the orange with regards to Academic Performance (ELA) red for mathematics, orange for English Learner performance, yellow for Chronic Absenteeism, and orange for Suspension rate. We will continue our signature practices and data driven practices to ensure student success in these areas. As for Chronic Absenteeism and the Suspension Rate, the condition of the school facility plays a big role in student success. Families need to feel good about sending their students to Piute, and students need to take pride in their school and have an increased sense of belonging.

Greatest Progress

Good things - Our Math iReady data shows that we have made a 7% increase between the first and third testing window in each grade level in the 25-26 school year. The number of students with Tier 3 supports have decreased by 15% in math overall in all grade levels. Our ELA iReady data also shows that in reading we have made a 8% increase between the first and third testing window in each grade level in the 25-26 school year. The number of students with Tier 3 supports have decreased by 3% in reading overall in all grade levels. Our attendance for the 25-26 school year has increased overall 1.5% from last year. Reclassification has made some amazing increases.

Piute has continued to improve in EL in the Conditions and Climate category. Our counselors and Advisory class help assist students in learning social-emotional behavior. Students who have their absences cleared receive Minga Points and students and classes with the best attendance for the month receive an award from administration.

Counselors, assistant-principals, supervision aides, community liaisons and the attendance clerk will continue to call about attendance and offer rewards and recognition as they continue their improvement. Counselors will continue to meet with students to work on social-emotional learning. Tutoring will continue for students to support learning and academic progress for all students especially our EL, AA, SED & SWD populations. Language Arts support will continue with a focus on phonics with SIPPS+, while math will focus on writing to explain.

Performance Gaps

In order to address the gaps of suspension data with our student population we plan to continue to implement PBIS interventions from Tier 1 to Tier 3, and Capturing Kids Hearts strategies.

In order to address the gaps of chronic absenteeism for "All" subgroups. Piute intends to implement parental involvement and incentives systems. Parent opportunities like Welcome Back BBQ, Parent/Teacher engagement nights, family ambassador classes, Donuts with Principal remain intact. Incentivized systems consisted of monthly attendance contests and best attendance awards.

In order to address the gaps in English Language Arts and Mathematics. Piute will implement the signature practice of differentiation and standards-based assessments, AVID strategies, conduct professional development on-site, and the instructional coach will provide demo lessons. Test prep Tuesdays will be implemented prior to testing in order to ensure students comprehend testing expectations.

Supplemental Services

Tutoring - Tutoring will take place throughout the week after school for all students in need of extra assistance.

Increase Student Engagement - Capturing Kids Hearts (CKH), Sown to Grow curriculum, daily advisory lessons for implementation of social-emotional development. AVID and AVID Emerge to engage students in collaborative conversations regarding learning and school affiliation.

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
<p>Priority 1: Enhancing academic performance, social-emotional development, and student well-being by strengthening integrated student support services.</p>	<p>Success will be determined by comparing actual outcomes to baseline outcomes, including:</p> <ul style="list-style-type: none"> • 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

<p>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.</p>	<p>Success will be determined by:</p> <ul style="list-style-type: none"> • 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
<p>Priority 3: Building the capacity of educators and staff to meet students' academic and developmental needs through a Multi-tiered System of Supports (MTSS).</p>	<p>Success will be determined by reviewing teacher and staff surveys, such as the YouthTruth and other site-specific surveys.</p>
<p>Priority 4: Enhancing and expanding access to after-school, intersession, and summer learning opportunities to complement in-school instruction.</p>	<p>Success will be determined by:</p> <ul style="list-style-type: none"> • 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	YES
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.)	YES
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	NA
Other: Write In	NA

Other: Write In

NA

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.

Developmental Plans to Reflect Overarching Values in Community Schools Work

To ensure our community school efforts reflect the core values of equity, inclusion, collaboration, and student-centered learning, we are increasing community involvement through the following actions:

1. **Inclusive Participation:** Actively involve families, students, and community partners in planning and decision-making processes related to school programs and services.
2. **Capacity Building:** Provide training and support to families and community members to strengthen their role in supporting student success and school improvement.
3. **Transparent Communication:** Host multilingual town halls, share updates regularly, and create open feedback channels to build trust and maintain two-way communication.
4. **Youth Voice and Leadership:** Engage students through advisory groups and leadership opportunities that give them a meaningful role in shaping their school experience.
5. **Collaborative Partnerships:** Strengthen relationships with community-based organizations to co-design programs and ensure they reflect local needs and cultural relevance.
6. **Sustained Engagement:** Dedicate staff and resources to maintain long-term family and community involvement, and use data to assess participation and impact.

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

1. Increasing Family Participation:

We will hold membership drives to encourage families to join groups like AAAC, DELAC, ELAC, and School Site Councils. We'll provide meetings at convenient times, offer childcare and translation, and personally invite families to get involved.

2. Offering Support Services:

We will provide family-friendly services such as translation, access to community resources, and staff trained in cultural awareness to ensure families feel supported and respected.

3. Hosting Inclusive Events:

We will plan events like family nights, student showcases, and cultural celebrations to help families feel connected to their child's school experience.

4. Building Strong Communication:

We will keep in touch with families through phone calls, texts, and home visits in their preferred languages and provide opportunities for them to give feedback and share their voices.

5. Supporting Family Leadership:

We'll offer workshops and training to help parents become leaders in the school community and feel confident advocating for their children.

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: <i>To increase students performance on CAASPP by 4% in both math and</i>	Partially	This comprehensive program was developed in direct response to the findings of our Needs and Assets Assessment at Piute Middle School. Through surveys,	During the 2025–2026 school year, we implemented a multi-tiered strategy to support students holistically, focusing on academic success, emotional resilience, and

English.

stakeholder meetings, student voice forums, and data analysis, we identified several critical areas requiring targeted support—particularly in the domains of academic achievement, student mental health, family engagement, and social-emotional development.

The assessment revealed that a significant number of students faced barriers outside the classroom that impacted their learning, including housing instability, foster care involvement, chronic absenteeism, and trauma-related experiences. We also discovered a need for more consistent adult-student relationships, safe after-school spaces, and culturally responsive support structures. At the same time, the assessment highlighted existing **community strengths**—such as strong family commitment to education, staff dedication, and partnerships with local organizations—which we leveraged in program design.

Informed by these insights, we intentionally built a layered system of support by:

- **Connecting students with mentors and trusted adults**, based on the expressed student need for individualized guidance and consistent encouragement.
- **Hiring a school social worker** to directly address mental health and social services gaps identified by staff and families.

overall well-being. Our approach involved expanding integrated student support services, fostering stronger adult-student connections, and equipping staff with tools to better serve diverse student needs.

Key actions taken included:

- **Mentorship Programs:** We expanded our mentorship initiatives to provide consistent, positive adult guidance for students, focusing on relationship-building, goal-setting, and academic motivation. Mentors met regularly with students to offer encouragement, monitor progress, and help them navigate challenges both in and out of the classroom.
- **Counseling:** Three full time counselors were instrumental in addressing mental health needs, connecting families with community resources, conducting home visits when necessary, and supporting crisis intervention efforts. This role ensured that students had access to timely emotional and social support.
- **Foster Youth Liaison:** A dedicated foster youth liaison worked closely with students in foster care to ensure stability and continuity in their academic journey. This included coordinating with outside agencies, monitoring

		<ul style="list-style-type: none"> • Expanding the role of our Foster Youth Liaison to provide continuity and academic advocacy for one of our most vulnerable populations. • Partnering with the Asian Youth Center (AYC) and other community-based organizations to provide enrichment, culturally responsive programming, and additional learning supports—maximizing existing community assets. • Implementing "Sown to Grow" in advisory, responding to the need for structured SEL time, student reflection, and progress monitoring. • Investing in professional development, guided by teacher input and student behavior data, to build staff capacity in trauma-informed care, culturally responsive teaching, and restorative practices. <p>These strategic decisions were rooted in equity and aligned to the unique strengths and challenges of our school community. The result was a more responsive, inclusive, and asset-based support system designed to meet the whole-child needs of Piute Middle School students.</p>	<p>academic performance, and advocating for appropriate educational resources.</p> <ul style="list-style-type: none"> • After-School Programs: We expanded after-school opportunities to provide academic support, enrichment activities, and a safe space for social engagement. These programs supported students' academic achievement while promoting positive peer interactions and reducing risk factors. • AYC Program: In partnership with the Asian Youth Center (AYC), we offered culturally responsive programming that included academic tutoring, leadership development, and family engagement. This partnership played a key role in bridging gaps and celebrating the diverse backgrounds of our student population. • Sown to Grow Advisory Curriculum: Implemented during advisory periods, "Sown to Grow" supported students' social-emotional learning (SEL) through structured goal setting, self-reflection, and progress tracking. This evidence-based platform helped students build self-awareness, resilience, and a growth mindset. • Professional Development 	
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			<p>for Educators: Teachers received targeted professional development focused on trauma-informed practices, SEL integration, culturally responsive teaching, and student mental health awareness. These trainings equipped staff with the skills and knowledge necessary to support students more effectively both academically and emotionally.</p> <p>Collectively, these initiatives created a more supportive, inclusive, and empowering school environment that allowed students to thrive academically and personally.</p>	
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<p>Goal 2: Empower parents and families to actively support their children’s success and overall well-being by increasing access to community resources and fostering meaningful engagement in their education. <i>Piute will increase parent access to recourse as indicated on the Youth Truth Survey. Our goal is going from 56% positive response to 80%</i></p>	<p>YES</p>	<ul style="list-style-type: none"> • Identifying Needs Through the Assessment The Needs and Assets Assessment revealed key challenges and gaps in family engagement and access to support services. For example: <ul style="list-style-type: none"> ◦ Many families expressed a lack of awareness or understanding of available community resources. ◦ There were language and cultural barriers limiting participation in school activities. ◦ Surveys and focus groups indicated that families want to be more involved but need more support and accessible opportunities to do so effectively. ◦ A significant number of parents reported difficulty in helping with academic work due to limited education or language proficiency. • Recognizing Community Strengths The assessment also 	<p>During the 2025-2026 school year, the school implemented several key actions aimed at empowering parents and families to actively support their children’s success and overall well-being by increasing access to community resources and fostering meaningful engagement:</p> <ol style="list-style-type: none"> 1. Expanded Family Resource Access <ul style="list-style-type: none"> ◦ Partnered with local community organizations to provide families with direct access to health, mental health, tutoring, and social service resources. ◦ Created and distributed multilingual resource guides both in print and online to ensure all families, regardless of language proficiency, could easily find support. 2. Family Engagement Events and Workshops <ul style="list-style-type: none"> ◦ Organized monthly family workshops on topics such as navigating academic expectations, social-emotional learning,

		<p>identified valuable community assets that the school could better leverage:</p> <ul style="list-style-type: none"> ◦ Local organizations offering health, mental health, tutoring, and afterschool programs. ◦ Strong cultural and family networks within the community that could be tapped into for peer-led engagement. ◦ Existing school staff and bilingual liaisons who could serve as bridges between the school and families. <ul style="list-style-type: none"> • Goal Formation Based on these findings, the school crafted a goal that directly responds to both the identified needs (e.g., access barriers, lack of information) and assets (e.g., available services, willing community partners). The goal focuses on: <ul style="list-style-type: none"> ◦ Increasing access to community resources by partnering with local agencies and making information readily available in multiple languages. ◦ Fostering meaningful engagement through workshops, family events, and regular communication that is 	<p>and trauma-informed parenting.</p> <ul style="list-style-type: none"> ◦ Hosted family resource fairs with representatives from local agencies, enabling families to connect in person with support services. <p>3. Communication and Outreach Enhancements</p> <ul style="list-style-type: none"> ◦ Utilized bilingual parent liaisons and community navigators to maintain regular, two-way communication between families and the school. ◦ Implemented user-friendly communication platforms (texts, apps, emails) tailored to family preferences to increase participation in school activities and parent-teacher conferences. <p>4. Capacity Building for Staff</p> <ul style="list-style-type: none"> ◦ Provided professional development for school staff on cultural competency, trauma-informed practices, and effective family engagement strategies. ◦ Trained staff to recognize and 	
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		<p>culturally and linguistically inclusive.</p> <ul style="list-style-type: none"> ◦ Empowering families with tools, training, and opportunities to take an active role in their children's academic and emotional development. <ul style="list-style-type: none"> • Implementation Strategies The school has taken or plans to take the following actions: <ul style="list-style-type: none"> ◦ Hosting family resource fairs and multilingual parent education nights. ◦ Creating a parent liaison role or expanding the use of community navigators. ◦ Developing a parent advisory committee to give families a voice in school decision-making. ◦ Using technology platforms to keep families informed and engaged in real time. 	<p>address barriers families face in engaging with the school, ensuring a welcoming environment.</p> <p>5. Parent Leadership and Collaboration</p> <ul style="list-style-type: none"> ◦ Strengthened family involvement through active participation in the School Site Council and the Parent Advisory Leaders (PALs) program. ◦ These bodies give families a direct voice in school planning and decision-making, promoting partnership and shared responsibility for student success. 	
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<p>Goal 3:</p> <p><i>Building the capacity of educators and staff to meet students' academic and developmental needs through a Multi-tiered System of Supports (MTSS). Our goal is to reduce chronic absenteeism rate by 3%. In addition our goal is to reduce suspension rates 5%.</i></p>	<p>YES</p>	<p>The school developed this goal in response to the Needs and Assets Assessment, which identified gaps in meeting the diverse academic and social-emotional needs of students. Data showed that some students required additional targeted support beyond universal classroom instruction to improve attendance, behavior, and academic performance. Recognizing these challenges, the school prioritized building staff capacity through Minga training to ensure all educators understand and effectively implement the Multi-Tiered System of Supports (MTSS). Additionally, the assessment highlighted the importance of proactive student engagement, leading to the introduction of incentives to encourage positive attendance and behavior. Regular data review of Tier II and Tier III students was established to provide timely interventions, mentoring, and structured check-in/check-out supports aligned with student needs identified in the assessment. This comprehensive approach ensures that resources and supports are aligned with the specific areas of need within the school community.</p>	<p>Goal Summary:</p> <p>Focused on building the capacity of educators and staff to effectively address students' academic and developmental needs through the implementation of a Multi-Tiered System of Supports (MTSS). Delivered Minga training to all staff to enhance their understanding and application of MTSS strategies. Implemented student incentives to improve attendance and behavior. Regularly reviewed data on Tier II and Tier III students during staff meetings to identify needs and align students with appropriate mentors and check-in/check-out support opportunities.</p>

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 reflections from the previous year, we identified the need to strengthen both academic and social-emotional supports to better meet the diverse needs of our students. While we will continue to focus on both academics and attendance, we found that addressing students' social and emotional well-being is critical to achieving these outcomes.

As a result, we are expanding our support structures by adding onsite mentors who will work closely with students to provide academic guidance, emotional support, and positive relationship building. We anticipate this will lead to increased attendance, reduced suspensions, and improved performance on state assessments in both ELA and Math.

We also recognized the importance of deeper family engagement. To that end, we will increase the number and accessibility of parenting workshops. These sessions will be designed to equip families with strategies to support learning and student well-being at home.

In addition, we will continue our partnerships with McKinley Counseling Services to provide onsite mental health support, with Hazel Health and with Vision to Learn to ensure students in need receive free eye exams and glasses. These wraparound services directly respond to barriers identified through past practice and stakeholder feedback and are expected to contribute to a more supportive and effective learning environment.

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.

Strategy: Empowering Families and Strengthening School-Community Partnerships

To support student success holistically, our strategy centers on empowering parents and families as active partners in education. We aim to achieve this by:

1. Enhancing Family Engagement and Access to Resources

We will strengthen pathways for families to access community-based resources, including academic enrichment, health and wellness services, and social-emotional support. By fostering inclusive communication and outreach efforts, we will create a welcoming environment that encourages families to participate meaningfully in their children's education.

2. Building Staff Capacity for Family and Student Support

Educators and school staff will receive ongoing professional development to deepen their understanding of family dynamics, emotional support strategies, and trauma-informed practices. Trainings will include:

- Best practices in trauma-responsive education
- Conflict resolution and restorative practices
- Strategies for supporting academic growth and attendance
- Techniques for recognizing and building on family strengths and assets

3. Strengthening Relationships Through Collaboration

Schools will collaborate with families to build trust, repair strained relationships, and ensure shared accountability. This includes:

- Facilitating structured opportunities for family-school dialogue
- Incorporating family voice into decision-making processes
- Hosting workshops and events that promote partnership and capacity-building

4. Promoting Student Well-being and Engagement

Through cross-sector collaboration, we will support the overall health and well-being of students by:

- Offering coordinated support services that address physical, mental, and emotional health
- Implementing attendance incentive programs to promote consistent school participation
- Providing targeted academic support aligned with student and family needs

This comprehensive, equity-centered approach is designed to nurture strong, sustainable relationships between schools, families, and communities, ultimately contributing to improved student outcomes.

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 or other graphics):

Shared Governance and Site-Level Leadership Structure

At our community school, we embrace a shared governance model that places collaboration and collective responsibility at the heart of our leadership approach. Our goal is to ensure the success and well-being of the whole child by fostering a cohesive, inclusive, and responsive leadership structure.

Principal Leadership

The administrative team including the principal and assistant principals serves as the instructional and operational leader of the school, guiding vision, strategy, and school-wide decision-making. The Principal works to cultivate a positive school culture and ensure that all staff and stakeholders are aligned with the school's mission.

Instructional Leadership Team (ILT)

The ILT, composed of teacher leaders and administrators, plays a critical role in analyzing data, supporting curriculum implementation, and driving continuous improvement. This team meets regularly to assess instructional practices and develop professional learning that supports teacher growth and student achievement.

School Counselors

Our school counselors are essential in promoting the social-emotional health and academic development of students. They collaborate closely with teachers, families, and external partners to provide responsive services, individual support, and school-wide programs.

Family Ambassadors and Community in Schools (CIS) Liaison

The Family Ambassadors serve as bridges between home and school, fostering strong communication and engagement with families. The CIS Liaison coordinates wraparound services to remove non-academic barriers to learning, connecting students and families with essential resources and support networks.

Community Partners and Families

Our school thrives on the active participation of community organizations and families. Through regular meetings, events, and partnership initiatives, these stakeholders help shape priorities, contribute resources, and offer insight that enriches the educational experience for every student.

Together, this collaborative leadership structure ensures that decisions are informed by diverse perspectives and aligned to support the whole child—academically, socially, emotionally, and physically.

STRATEGY 4: SUSTAINING STAFF AND RESOURCES:

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

To build sustainability beyond the life of our implementation grant, we plan to develop strong community partnerships and diversify our funding sources. This includes engaging local businesses, seeking additional grants, and implementing a volunteer program to support ongoing initiatives. We will also focus on building capacity within our staff and community members to ensure continued leadership and ownership of the programs. Regular evaluation and data collection will help demonstrate impact, which will be critical for securing future funding and community support.

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:

Our school has established meaningful partnerships with several community organizations including AVPH, Grace Resources, AYC, CalFresh agencies, Tarzana, McKinley, and the H.E.L.P.E.R Foundation. These partnerships are thoughtfully designed to support the whole child by addressing the diverse needs of students, families, and staff, and by aligning with the vision and priorities of our school community.

Through these collaborations, we provide comprehensive mental health supports, primarily through McKinley, ensuring students have access to professional counseling and wellness services. Grace Resources plays a crucial role in meeting basic needs by providing food and hygiene supplies to families, while CalFresh agencies further support food security.

Additionally, partnerships with organizations like AYC and the H.E.L.P.E.R Foundation create opportunities for students to build positive relationships and community connections, fostering social-emotional growth and resilience. Our collaboration with Tarzana enhances access to health and wellness services, creating a seamless support network for students and families.

Together, these partnerships empower our school to take initiative beyond the classroom, providing a holistic approach to education that prioritizes mental health, family support, and community engagement. This integrated model ensures that the well-being of the whole child is at the center of our efforts, responsive to the voices and needs of students, staff, families, and community members alike.

Staffing and Professional Development

Staffing and Professional Development Summary

As a school principal, I recognize the importance of integrating new teachers into our educational community. It is essential to provide them with a welcoming environment and the necessary resources to ensure they feel supported and confident in their roles. By fostering a culture of collaboration and mentorship, we can help new educators transition smoothly and become effective contributors to our students' learning experiences.

Addressing behavior challenges within our school is a priority that requires a comprehensive approach. We are committed to implementing strategies that promote positive behavior and create a safe, respectful learning environment for all students. This involves working closely with teachers, parents, and support staff to identify underlying issues and develop tailored interventions that meet the needs of individual students.

Teacher retention is a critical focus for our school, as maintaining a stable and experienced teaching staff is vital for student success. We are dedicated to creating a supportive work environment that values and recognizes the contributions of our educators. By offering competitive compensation, opportunities for career advancement, and a positive school culture, we aim to retain our talented teachers and reduce turnover.

Professional development is an integral part of our commitment to continuous improvement and excellence in education. We strive to provide our teachers with ongoing learning opportunities that enhance their skills and knowledge. By investing in high-quality training and workshops, we empower our educators to stay current with best practices and innovative teaching methods, ultimately benefiting our students' academic growth.

Inadequate support for our teachers and staff is an issue that we are actively working to address. It is crucial to ensure that all members of our school community have access to the resources and assistance they need to perform their roles effectively. By identifying gaps in support and implementing targeted solutions, we can create a more robust support system that enables our educators to focus on delivering high-quality education to our students.

Staffing and Professional Development Strengths

Our school prides itself on having a strong Instructional Leadership Team (ILT) that plays a pivotal role in driving educational excellence. This team is dedicated to fostering a collaborative environment where teachers are supported in their professional growth and instructional practices are continuously refined to meet the diverse needs of our students.

We are committed to delivering engaging lessons that captivate students' interests and inspire a love for learning. Our educators employ a variety of innovative teaching strategies and resources to create dynamic and interactive classroom experiences that encourage active participation and critical thinking.

Building and maintaining positive relationships is at the core of our school's ethos. We believe that strong connections between students, teachers, and the wider school community are essential for creating a supportive and inclusive environment where everyone feels valued and respected.

Our focus on rigor ensures that our academic programs challenge students to reach their full potential. We set high expectations and provide the necessary support to help students develop the skills and knowledge required for success in their future endeavors.

To support our new teachers, we have established a comprehensive induction program that provides them with the guidance and resources needed to thrive in their roles. This program includes mentorship, professional development opportunities, and a supportive network to help them integrate smoothly into our school community.

Needs Statements Identifying Staffing and Professional Development Needs

Needs Statement 1 (Prioritized): Teacher retention and improved professional development

Root Cause/Why: High number of teachers still in school Behavioral challenges Difficult working conditions Inadequate support

Teaching and Learning

Teaching and Learning Summary

As the principal, I am pleased to report a notable increase in our eighth-grade students' performance on the CAASPP math assessments. This improvement reflects the dedication of our students and the effective teaching strategies implemented by our educators, which have collectively contributed to enhancing our students' mathematical understanding and skills.

In addition to the progress in mathematics, we have also observed significant gains in English Language Arts (ELA) across grades six, seven, and eight on the CAASPP assessments. This achievement underscores our commitment to fostering literacy and critical thinking skills, ensuring that our students are well-prepared for future academic challenges.

Our students have also shown improvement in the science CAASPP assessments, indicating a strengthened grasp of scientific concepts and inquiry-based learning. This progress is a testament to our science department's efforts in delivering engaging and comprehensive science education.

We have made substantial progress toward achieving the goals outlined in our School Plan for Student Achievement (SPSA). This progress is a result of our strategic focus on targeted areas for improvement and the collaborative efforts of our staff to implement effective educational practices.

The emphasis on high-quality first instruction remains a cornerstone of our educational approach. By prioritizing excellence in initial teaching, we ensure that all students receive the foundational knowledge and skills necessary for academic success from the outset.

Our commitment to balanced lesson design is evident in our curriculum planning, which integrates various instructional methods to cater to diverse learning styles. This approach ensures that our lessons are engaging, comprehensive, and accessible to all students.

The implementation of AVID strategies has been instrumental in promoting college readiness and organizational skills among our students. These strategies equip students with the tools they need to succeed academically and prepare for future educational endeavors.

We continue to prioritize access to technology and tutoring as essential components of our educational framework. By providing students with the necessary technological resources and additional academic support, we enhance their learning experiences and help bridge any gaps in understanding.

Finally, teacher clarity remains a key focus in our instructional practices. By ensuring that our educators communicate learning objectives and expectations clearly, we create a more effective and supportive learning environment for our students.

Teaching and Learning Strengths

Our school is proud to have a team of highly qualified teachers who are dedicated to fostering an enriching learning environment. Each educator brings a wealth of knowledge and expertise to their classrooms, ensuring that students receive a high-quality education that is both comprehensive and engaging. Their commitment to professional development and continuous learning ensures that they remain at the forefront of educational best practices.

We have implemented a Multi-Tiered System of Supports (MTSS) to address the diverse needs of our students. This framework allows us to provide targeted support and interventions, ensuring that every student has the opportunity to succeed academically, socially, and emotionally. By using data-driven decision-making, we can tailor our approaches to meet the unique needs of each learner.

Capturing Kids' Hearts (CKH) is an integral part of our school culture, focusing on building strong relationships between students and staff. This program emphasizes the importance of creating a positive and supportive school environment where students feel valued and respected. By fostering these connections, we enhance student engagement and motivation, leading to improved academic outcomes.

Social emotional learning is a cornerstone of our educational approach, as we recognize the importance of developing well-rounded individuals. By integrating social emotional learning into our curriculum, we equip students with the skills necessary to manage emotions, set goals, and establish positive relationships. This holistic approach supports their overall well-being and prepares them for future success.

As an AVID schoolwide institution, we are committed to closing the achievement gap by preparing all students for college readiness and success in a global society. The AVID program provides students with the skills and strategies needed to excel academically, while also fostering a culture of high expectations and support. This schoolwide initiative ensures that every student is equipped with the tools necessary to achieve their full potential.

Our focus on good first instruction ensures that every lesson is thoughtfully planned and executed to maximize student learning. By prioritizing high-quality instruction from the outset, we create a strong foundation for student success. Our teachers employ a variety of instructional strategies to engage students and promote critical thinking, ensuring that each lesson is both effective and impactful.

Professional Learning Communities (PLCs) are a vital component of our school's commitment to continuous improvement. Through collaborative teamwork, our educators engage in reflective practice, share expertise, and analyze student data to enhance instructional practices. This collaborative approach fosters a culture of shared responsibility and accountability, ultimately leading to improved student outcomes.

Needs Statements Identifying Teaching and Learning Needs

Needs Statement 1 (Prioritized): Increase Math & English in Iready and CAASPP scores

Root Cause/Why: Lack of cohesive teaching teams due to high turnover Lack of student buy-in Classroom disengagement

Parental Engagement

Parental Engagement Summary

Parent involvement is a cornerstone of our educational philosophy, as we believe that active participation from parents in their children's education fosters a supportive and enriching environment. By engaging parents in school activities, decision-making processes, and regular communication, we create a collaborative community that enhances student learning and development.

Student success is at the heart of our mission, and we are committed to providing the necessary support and resources to ensure every student reaches their full potential. Through personalized learning plans, dedicated teaching staff, and a focus on both academic and personal growth, we strive to equip our students with the skills and knowledge they need to succeed in their future endeavors.

We offer a wide variety of social opportunities to help students develop essential interpersonal skills and build lasting friendships. From clubs and extracurricular activities to school events and community service projects, our students have numerous avenues to explore their interests and connect with their peers in meaningful ways.

Our school is dedicated to providing diverse learning opportunities that cater to the varied interests and needs of our students. Whether through advanced placement courses, vocational training, or creative arts programs, we aim to inspire a love of learning and encourage students to pursue their passions.

We are proud to offer a wealth of resources to support our students' educational journeys. From state-of-the-art technology and well-equipped libraries to counseling services and academic support programs, we ensure that our students have access to the tools they need to thrive.

The WEB (Where Everybody Belongs) program is an integral part of our school culture, fostering a sense of belonging and community among students. By pairing older students with incoming students, we create a supportive environment that eases transitions and promotes positive peer relationships.

Leadership development is a key focus at our school, as we aim to cultivate the next generation of leaders. Through student government, leadership workshops, and mentorship opportunities, we empower students to take initiative, develop their leadership skills, and make a positive impact in their communities.

Our band program is a vibrant part of our school, offering students the chance to explore their musical talents and perform in various settings. Participation in band not only enhances students' musical abilities but also teaches discipline, teamwork, and the joy of creative expression.

The Dream Center is a vital resource for our students, providing guidance and support as they plan for their futures. Whether exploring college options, career paths, or personal goals, the Dream Center offers personalized assistance to help students navigate their aspirations and achieve their dreams.

Parental Engagement Strengths

At our school, the Dream Center serves as a pivotal resource for students, providing them with a supportive environment where they can explore their aspirations and receive guidance to achieve their academic and personal goals. This center is dedicated to fostering a culture of ambition and resilience, ensuring that every

student has the opportunity to dream big and work towards their future with confidence.

Our Family Ambassadors program is a cornerstone of our community engagement efforts, as it empowers parents and guardians to take an active role in the educational journey of their children. By facilitating open communication and collaboration between families and the school, we create a strong support network that enhances student success and strengthens the bonds within our school community.

Welcome and wellness events are integral to our school's commitment to creating a nurturing and inclusive environment. These events are designed to ensure that every member of our school community feels valued and supported, promoting a sense of belonging and well-being. Through these initiatives, we aim to foster a positive school culture where students, staff, and families can thrive.

Our community outreach efforts are a testament to our dedication to building strong partnerships with local organizations and stakeholders. By engaging with the broader community, we not only enrich the educational experiences of our students but also contribute to the overall development and well-being of the community we serve. These efforts reflect our commitment to being an active and responsible member of the community, working together to create a brighter future for all.

Needs Statements Identifying Parental Engagement Needs

Needs Statement 1: Increase community involvement at Piute to support student success

Root Cause/Why: Lack of resources Staff engagement Time for planning Parent buy-in Childcare/transportation

School Culture and Climate

School Culture and Climate Summary

As a school, we are committed to reducing chronic absenteeism by implementing targeted interventions and support systems for students who are frequently absent. This includes working closely with families to understand the underlying causes of absenteeism and providing resources and guidance to help overcome these challenges. By fostering a supportive and engaging school environment, we aim to ensure that all students feel motivated and able to attend school regularly.

In addition to addressing absenteeism, we are focused on increasing overall attendance rates by creating a positive and welcoming school culture that encourages students to be present and engaged in their learning. This involves enhancing our curriculum and extracurricular activities to make school a more enjoyable and rewarding experience for students. By promoting the importance of regular attendance and recognizing students who demonstrate consistent attendance, we strive to instill a sense of responsibility and commitment to education in our student body.

As a school, we are committed to reducing suspensions by implementing restorative practices and alternative disciplinary measures that focus on understanding and addressing the root causes of behavioral issues. This approach not only helps maintain a positive school environment but also ensures that students remain in an educational setting where they can continue to learn and grow.

Increasing engagement is a priority for us, as we strive to create a dynamic and interactive learning environment that captivates students' interests and encourages active participation. By incorporating diverse teaching methods and integrating technology, we aim to make learning more relevant and exciting for our students.

Social and Emotional Learning (SEL) is at the forefront of our educational strategy, as we recognize the importance of nurturing students' emotional intelligence alongside their academic skills. Through SEL, we equip students with the tools to manage their emotions, build healthy relationships, and make responsible decisions, ultimately fostering a supportive and empathetic school community.

Positive Behavioral Interventions and Supports (PBIS) is a framework we are implementing to promote positive behavior and enhance the overall school climate. By establishing clear expectations and providing consistent reinforcement, we aim to create a safe and respectful environment where all students can thrive.

Capturing Kids' Hearts (CKH) is an integral part of our approach to building strong, trusting relationships between students and staff. By focusing on communication, empathy, and mutual respect, CKH helps us create a school culture where every student feels valued and motivated to succeed.

School Culture and Climate Strengths

Our school prides itself on delivering engaging lessons that captivate students' interests and foster a love for learning. By incorporating interactive activities and diverse teaching methods, we ensure that each lesson is not only informative but also stimulating, encouraging students to actively participate and immerse themselves in the subject matter.

The AVID (Advancement Via Individual Determination) program is a cornerstone of our educational approach, providing students with the skills and strategies necessary to succeed academically. Through AVID, we emphasize critical thinking, organization, and self-advocacy, equipping students with the tools they need to excel in their educational journey and beyond.

We place a strong emphasis on clearly defined learning intentions, ensuring that students understand the goals of each lesson. By articulating what students are expected to learn, we provide a clear roadmap for success, allowing students to focus their efforts and measure their progress effectively.

Success criteria are integral to our teaching strategy, as they offer students a clear understanding of what success looks like in each task or assignment. By outlining specific criteria, we help students self-assess their work and strive for excellence, fostering a growth mindset and a commitment to continuous improvement.

Small group instruction is a key component of our teaching methodology, allowing for personalized attention and tailored support. By working in smaller groups, teachers can address individual learning needs, provide targeted feedback, and create a more intimate and supportive learning environment.

Differentiation is at the heart of our educational philosophy, as we recognize that each student has unique strengths and learning styles. By adapting our teaching methods and materials to meet diverse needs, we ensure that all students have access to a meaningful and equitable education.

The relationships between staff and students are a vital aspect of our school community. We prioritize building strong, positive connections that foster trust and respect, creating a supportive environment where students feel valued and motivated to achieve their best.

Our attendance team plays a crucial role in promoting consistent school attendance, recognizing its importance in academic success. By monitoring attendance patterns and working collaboratively with families, we strive to address barriers to attendance and ensure that every student has the opportunity to fully engage in their education.

Needs Statements Identifying School Culture and Climate Needs

Needs Statement 1 (Prioritized): Reduce chronic absenteeism

Root Cause/Why: Lack of transportation Disengaged students Social emotional dysregulation

Needs Statement 2 (Prioritized): Reduce suspensions

Root Cause/Why: Disregulated students Lack of community involvement

Needs Statement 3 (Prioritized): To Increase students exposure to VAPA curriculum

Root Cause/Why: To increase student engagement during lunch time and reduce negative behaviors.

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	Increase students CAASPP test scores in Math and English by 4%

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.

Increase Math & English in Iready and CAASPP scores

To Increase students exposure to VAPA curriculum

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
CAASP-ELA scores	Increase by 5% in the 2024/2025 school year	Increase by 4%
CAASP Math scores	Maintained in mathematic with 2.6%	Increase by 4%

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	Target 1A - ELA - English Language Arts Target 1A - ELA - English Language Arts Aligned to CCSPP Strategy 1: Shared Commitment, Understanding, and Priorities. Corwin's Teacher Clarity to create organized and intentional lessons where clear expectations and instruction is the norm. Students will acquire a deeper understanding and knowledge of content standards. Piute's signature practice is differentiation with a focus on Small groups and Great First Instruction (Balanced Lesson Design)	All Students	\$35,500 \$3,500	Title 1 Account Code: 5000–5999 Services and Other Operating Expenditures Title 1 Account Code: 4000–4999 Books and

<p>Implementation Tasks</p> <ul style="list-style-type: none"> - - Teacher Clarity, PLC+, Restorative practices work with Corwin consultant - Site ELA chair will train ELA department - A focus on planning to ensure all components of Balanced Lesson Design are represented - Strengthen PLCs to the Gold Standard to allow for greater depth with regards to staff collaboration - Continued training in Small Group Instruction and Differentiation using SIPPS+ and/or IReady Reading - Release time for teachers to train or observe classrooms (Certificated Substitutes) -AVID implementation & training -Enrichment Supplemental resources -SPED staff (classified and certificated) will push into classrooms to offer support to students in small groups -Mentors support academic success <p>Monitored by:</p> <ul style="list-style-type: none"> -Walk-through rubrics -Presence of lesson plans -Learning intentions and success criteria posted -District Assessments -iReady -DNA -CAASPP scores -ILT Team walkthroughs -Administration, Site Coach, and District visits -Monthly, Teacher and Administration PLC's -Youth Truth Stakeholder Data AVID/Corwin Rubrics(WICOR) <p>Expenditures are not limited to and may include the following:</p> <ul style="list-style-type: none"> -Materials and Supplies including consumables text materials, writing instruments, and technology -Teacher/staff Release Days - Conferences - Maintenance agreements for duplicating machines - Tangible Incentives - Professional Development - Certificated and Classified extra hours - Technology and supplies/repairs - supplemental materials and programs 		<p>\$15,000</p> <p>\$24,000</p> <p>\$21,644</p> <p>\$43,494.21</p> <p>\$28,691.30</p> <p>\$17,440.01</p> <p>\$32,000</p>	<p>Supplies</p> <p>Title 1 Account Code: 1000–1999 Certificated Personnel Salaries</p> <p>Title 1 Account Code: 1000–1999 Certificated Personnel Salaries</p> <p>Title 1 Account Code: 1000–1999 Certificated Personnel Salaries</p> <p>LCFF S/C</p> <p>LCFF - Base Account Code: 5000–5999 Services and Other Operating Expenditures</p> <p>Title 1 Account Code: 5000–5999 Services and Other Operating Expenditures</p> <p>LCFF - Base</p>
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	<ul style="list-style-type: none">- Flexible seating- Contracted tutors and mentors			
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1.1.2	<p>Target 1B - Math</p> <p>Aligned to CCSPP Strategy 1: Shared Commitment, Understanding, and Priorities Piute will expand on the utilization of Small Group Instruction with a greater emphasis on data-informed decision making in order to differentiate for effective tiered support.</p> <p>Implementation Tasks:</p> <ul style="list-style-type: none"> - Continued staff training in Small Group instruction by Site math chair - site math chair will train math department - Teachers will have a new math curriculum and YAAG -SPED staff (classified and certificated) will push into classrooms to offer support to students in small groups - A focus on lesson planning that ensures they include all components of Balanced Lesson Design - Teachers will narrow instructional focus by implementing District priority standards (Language Arts and Math). - Continue training on the use of iReady and other formative assessment data and core instructional materials to support tiered instruction - Strengthen PLCs to the Gold Standard to allow for greater depth with staff collaboration. - Release time for teachers to train or observe classrooms (Certificated substitutes) -AVID implementation & training -Enrichment Supplemental resources -Mentors support academic success <p>Monitored by:</p> <ul style="list-style-type: none"> - Grade level PLC and collaboration once a month to review formative data and refine process - Walkthrough tool developed by site ILT for progress monitoring (Admin and ILT) - Peer classroom walkthroughs - iReady Data - CAASPP Data - Youth Truth stakeholder data - AVID/Corwin Rubrics(WICOR) <p>Expenditures are not limited to and may include the following:</p> <ul style="list-style-type: none"> -Materials and Supplies including consumables text materials, writing 	All Students	\$1,644	\$5,000	<p>LCFF - Base Account Code: 4000–4999 Books and Supplies</p> <p>Title 1 Account Code: 1000–1999 Certificated Personnel Salaries</p> <p>Title 1 Account Code: 2000–2999 Classified Personnel Salaries</p> <p>LCFF - Base Account Code: 5000–5999 Services and Other Operating Expenditures</p> <p>LCFF S/C</p> <p>Title 1</p>
				\$1,000	
				\$10,000	
				\$10,729.32	
				\$32,000	

instruments, and technology -Teacher/staff Release Days - Conferences - Maintenance agreements for duplicating machines - Tangible Incentives - Flexible Furniture - Professional Development - Certificated and Classified extra hours - Technology and supplies and repairs - supplemental materials and programs -Outside contracts for mentors and tutors			
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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.

These strategies and activities associated with this goal were implemented consistently and aligned with the intended objectives. Overall, the implementation process demonstrated effective planning, coordination, and execution, resulting in measurable outcomes toward the 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.

There were no major differences between the intended implementation and the actual execution of the strategies and activities associated with the articulated goal. Budgeted expenditures were generally aligned with planned activities, and resources were utilized as anticipated to support effective implementation. Any minor adjustments made during the implementation process were addressed within existing resources and did not significantly impact the overall achievement of the 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.

The changes and modifications can be found in our Needs and assessment section. Based on the analysis of implementation and outcomes, the only minor refinements will be made to strengthen progress toward the goal.

Goal 1.2

Goal #	Description
Goal 1.2	Implementing Visual and Performing Arts to the campus during lunchtime.

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
Taking attendance	zero participation	100 students actively participating

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	VAPA Activities During Lunch Time	All Students		Prop 28: Arts & Music in Schools 80% - Employment Account Code: 1000-1999 Certificated 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.

These strategies and activities associated with this goal were implemented consistently and aligned with the intended objectives. Overall, the implementation process demonstrated effective planning, coordination, and execution, resulting in measurable outcomes toward the 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.

There were no major differences between the intended implementation and the actual execution of the strategies and activities associated with the articulated goal. Budgeted expenditures were generally aligned with planned activities, and resources were utilized as anticipated to support effective implementation. Any minor adjustments made during the implementation process were addressed within existing resources and did not significantly impact the overall achievement of the 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.

The changes and modifications can be found in our Needs and assessment section. Based on the analysis of implementation and outcomes, the only minor refinements will be made to strengthen progress toward the goal.

Goal 1.3

Goal #	Description
Goal 1.3	Fiscal 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.

Teacher retention and improved professional development

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
none	none	none

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	Drinking Water	All Staff	\$9,000	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.

These strategies and activities associated with this goal were implemented consistently and aligned with the intended objectives. Overall, the implementation

process demonstrated effective planning, coordination, and execution, resulting in measurable outcomes toward the 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.

There were no major differences between the intended implementation and the actual execution of the strategies and activities associated with the articulated goal. Budgeted expenditures were generally aligned with planned activities, and resources were utilized as anticipated to support effective implementation. Any minor adjustments made during the implementation process were addressed within existing resources and did not significantly impact the overall achievement of the 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.

The changes and modifications can be found in our Needs and assessment section. Based on the analysis of implementation and outcomes, the only minor refinements will be made to strengthen progress toward the goal.

Goal 2.1

Goal #	Description
Goal 2.1	Increase reclassification percentages by 3%

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.

Increase Math & English in Iready and CAASPP scores

Reduce chronic absenteeism

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
ELPAC	increased 202.5 for the 24/25 school year	Increase percentage by 3%

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	<p>Target 2A: English Language Development and Reclassification</p> <p>CCSPP Strategy 3: Collaborative Leadership We will build a strong leadership team that works together with staff, families, students, and community partners to make decisions that support student success. All teachers will be trained on the purpose of integrated and designated ELD and the needs of English and Standard English Learners. In order to implement this strategy, the following will occur: Implementation Tasks - Site MLP Coordinator will be trained on the use of core supplemental materials in the Language Arts curriculum with regards to Integrated and Designated ELD supports - Site MLP Coordinator will introduce all certificated staff members to the ELD standards to support designated and integrated ELD instruction - Teachers will offer Integrated ELD support to English Learners and Standard</p>	English Learners	<p>\$2,000</p> <p>\$1,000</p> <p>\$1,000</p>	<p>Title 1 Account Code: 1000–1999 Certificated Personnel Salaries</p> <p>Title 1 Account Code: 2000–2999 Classified Personnel Salaries</p> <p>Title 1 Account Code: 4000–4999 Books and Supplies</p>

English Learners in language acquisition (through the use of academic language and vocabulary) throughout the regular school day.

- ELD Teachers will be trained on the use of Ellevation as appropriate by the site MLP Coordinator
- Assessment data (ELPAC and formative assessments) will be analyzed to provide targeted instruction to English Learners differentiated by ELPAC level
- Purchase of materials/supplies/programs to assist with instruction
- 50 minutes of designated ELD time for EL students in ELD classes to support core ELA
- Provide PD to teachers and administrators on how to analyze assessment data in PLCs in order to differentiate instruction throughout the learning day and by ELPAC level.

Monitored by:

- Admin and ILT walkthroughs and classroom observations
- i-Ready Reading data reviewed monthly
- ELPAC data
- Youth Truth stakeholder data
- Ellevations data

Expenditures are not limited to and may include the following:

- Materials and Supplies including consumables text materials, writing instruments, and technology
- Teacher/staff Release Days
- Conferences
- Maintenance agreements for duplicating machines
- Tangible Incentives
- Professional Development Training
- Certificated and Classified extra hours
- Technology and supplies/repairs
- supplemental materials and program
- AVID Emerge training

	<p>-SAS report</p> <p>Expenditures are not limited to and may include the following:</p> <ul style="list-style-type: none"> -Materials and Supplies including consumables text materials and writing instruments -Teacher/staff Release Days - Resources for Foster and Homeless students that include non-perishable food, clothing, shoes, personal hygiene, washer and dryer, and storage bin - Conferences - Maintenance agreements for duplicating machines - Tangible Incentives - Professional Development - Certificated and Classified extra hours - Technology and supplies/repairs -Contracts with guest speakers/consultants - supplemental materials and programs -Contracts with outside organizations for mentors -Field trip transportation and fees 			
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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.

These strategies and activities associated with this goal were implemented consistently and aligned with the intended objectives. Overall, the implementation process demonstrated effective planning, coordination, and execution, resulting in measurable outcomes toward the 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.

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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.

The changes and modifications can be found in our Needs and assessment section. Based on the analysis of implementation and outcomes, the only minor

refinements will be made to strengthen progress toward the goal.

Goal 2.2

Goal #	Description
Goal 2.2	By June 2027 the school will reduce the chronic absenteeism rate by a minimum of 3% with focused improvement among student groups identified in the sites CSI plan supported in part through increased participation in after school programming.

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.

Reduce chronic absenteeism

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
California Dashboard and Lancaster interactive dashboard	43.1 %	33%

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	Increase student attendance and reduce chronic absenteeism by implementing engaging after school enrichment programs, consistent family communication, positive attendance incentives, and targeted outreach that motivate students to attend school regularly and remain connected to campus throughout the day.	All Students	\$150,000	ELO-P Account Code: 1000–1999 Certificated 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.

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3.1.2	<p>Target 3B: Suspension Rate Piute will see a reduction of suspensions by implementing the following strategies:</p> <p>Implementation Tasks</p> <ul style="list-style-type: none"> - Ripple Effects to support positive behavior instruction in our In School Intervention room. - Delineate major and minor offenses more clearly (PBIS) - regularly scheduled training for all staff (including paras, support staff, and regular substitutes) to calibrate and create consistency - Solicit SELPA trainers for restorative practices PD on Pink Tuesday - Utilize Sown to Grow - Research and implement alternatives to suspension - Continue with Implement Tier 2 behavioral supports - Consider appropriate Tier 3 supports - Implement Tuesday Character Lab as an alternative to suspension - Structured outside activities during unstructured times such as lunch - Capturing Kid's hearts training and implementation for all staff - Mental Health support that may be in the form of personnel or outside agencies - Home visits to better support families - HOSTS Program - Utilization of an outside agency to support students with mentoring activities during the school day and after school hours <p>Monitored by</p> <ul style="list-style-type: none"> - Analysis of SWIS data during monthly PLC meetings - Number of suspensions - Youth Truth stakeholder data - Administration, Site coach, and District visits - PBIS SAS/TFI <p>Expenditures are not limited to and may include the following:</p> <ul style="list-style-type: none"> - PBIS Rewards and implementation - tangible incentive - technology and supplies - Professional Development - supplemental materials, - health office supplies - extra hours for staff - Radio Repair and purchase -Mental Health support that may be in the form of personnel or outside agencies -Contract for outside mentors 	All Students	\$3,500	<p>Title 1 Account Code: 5000–5999 Services and Other Operating Expenditures</p>
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<p>3.1.3</p>	<p>Target 3C : School Climate</p> <p>All students and families will benefit from a safe and secure learning environment at Piute.</p> <p>Implementation Tasks</p> <ul style="list-style-type: none"> - Conduct the necessary safety drills utilizing the Catapult program - Improve Piute's aesthetics by adding trash cans, tables, murals, and other enhancements to the campus - Utilization of the Raptor program and visitor badges for guests on campus - Plans for all students with disabilities who are suspended for 7 days in one school year - Students will wear ID badges and lanyards daily - Continuous update of emergency and disaster supplies for classroom and site use - Purchase of health office supplies - Office supplies and furniture for staff use as needed - Yondr Pouches for student cell phones (District Provided) - Extra hours to facilitate Yondr Pouches and Evolv Metal detector - Centegix alert system (District Provided) -Helper Foundation mentoring to help decrease gang involvement <p>Monitored by</p> <ul style="list-style-type: none"> - Site walkthrough by Safety Representative and administrator - Youth Truth stakeholder data - SWIS Data - PBIS Walkthrough -CKH survey - Administration and District visits <p>Expenditures are not limited to and may include the following:</p> <ul style="list-style-type: none"> - PBIS Rewards and implementation - Tangible incentives - Replacement materials for lanyards and ID badges - Technology and supplies - Professional Development - Supplemental materials - Health office supplies - Extra hours for staff - Radio Repair and purchase - Wifi Enable iPads for teachers to use during an Emergency -Helpers Foundation 	<p>All Students</p>		
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Annual Review

SPSA Year Reviewed: 2025-2026

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Goal 4.1

Goal #	Description
Goal 4.1	Family and community partnerships will show increased engagement of educational partners via in school events. Piute will increase parent access to resources as indicated on the Youth Truth survey.

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.

To Increase students exposure to VAPA curriculum

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
YT "I feel engaged by my school"	56% positive response rate	80% positive response rate

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	<p>Piute will implement programs and supports for families to increase their engagement.</p> <p>Implementation Tasks</p> <ul style="list-style-type: none"> -Will increase parent communication via ParentSquare, technology, notification systems, social media, school website, and distribution of information -Provide and coordinate parent workshops or to support student achievement with available personnel -Provide engaging and competitive sporting events for all students - Band field trips -Positive team play and interaction promoting sportsmanship will be paramount - Implement Parenting programs that increase parent capacity to assist students in academic achievement -Offer family events to encourage student and parent activities under the school's educational experience -Family nights - Parenting Partners workshops initiated by Family Ambassadors and parent 	All Students	<p>\$20,000</p> <p>\$24,457.80</p> <p>\$32,188.50</p>	<p>California Community Schools Partnership Program Account Code: 1000–1999 Certificated Personnel Salaries</p> <p>California Community Schools Partnership Program Account Code: 5000–5999 Services and Other Operating Expenditures</p> <p>Prop 28: Arts & Music</p>

<p>volunteer -Family meal challenge workshops initiated by Family Ambassadors and parent volunteer -PODER workshop for literacy and writing to support student achievement -Trauma informed workshops to provide families and staff with tools and resources to support students -Calm and Kind workshops initiated by Family Ambassadors and parent volunteers - Provide translation services to build positive relationships at school with an assigned staff member to monitor grades and behavior and help out with issues -Encourage community service opportunities for students and parents -Provide a school planner for all students for communication between school and home -Participation in: - SSC parent elections - ELAC - AAAC -Community Wellness Center to meet the needs of our socioeconomically disadvantaged, foster, and homeless youth and families. (Communities Schools Grant)</p> <p>Monitored by: -Parent Sign-In sheets, website or social media -Parent surveys and feedback requests -"Home-School Communicator" use Parent Square -Increase in family meetings during times when families are available -Percent of parents who log in to online student data information system and parent sign-up sheets plus feedback surveys -Number of parents attending school-sponsored events -YouthTruth Survey - Engagement</p> <p>Expenditures are not limited to and may include the following:</p> <ul style="list-style-type: none"> - Open House - Back to School Night - Career Day - Welcome BBQ, food, and beverages - School community service outreach - Recognition Assembly Expenses - Classified and certificated extra hours for translations and other tasks -Family engagement events - Band Field trips 		<p>\$32,000</p> <p>\$30,000</p>	<p>in Schools 20%</p> <p>Prop 28: Arts & Music in Schools 20%</p> <p>California Community Schools Partnership Program Account Code: 5000–5999 Services and Other Operating Expenditures</p>
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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	\$170,084.01
Total Federal Funds Provided to the School from the LEA for CSI	
Total Funds Budgeted for Strategies to Meet the Goals in the SPSA	\$694,789.14

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	\$170,084.01
Comprehensive Support and Improvement (CSI)	\$0.00
Title I Centralized Services	\$0.00

Subtotal of additional federal funds included for this school: \$170,084.01

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	\$54,223.53
LCFF - Base	\$81,335.30
California Community Schools Partnership Program	\$164,957.80
Prop 28: Arts & Music in Schools 20%	\$74,188.50
Prop 28: Arts & Music in Schools 80% - Employment	\$0.00
Equity Multiplier	\$0.00

ELO-P	\$150,000.00
Donations	\$0.00

Subtotal of state or local funds included for this school: \$524,705.13

Total of federal, state, and/or local funds for this school: \$694,789.14

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
Joi Christy	School Site Council
Lupita Vargas	School Site Council
Kristin Kent	School Site Council

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 05/15/2026.

Attested:

Principal, Joseph Lomonaco on 05/15/2026

SSC Chairperson, Robin Webb on 05/15/2026