Schoolwide Plan Program (SWP)
School Plan for Student Achievement (SPSA)

School Name	County-District-School (CDS) Code	Schoolsite Council (SSC) Approval Date	Local Board Approval Date
Ansel Adams Elementary School	39-68585-0102632	April 24, 2025	

The School Plan for Student Achievement (SPSA) is a strategic plan that maximizes the resources available to the school while minimizing duplication of effort with the ultimate goal of increasing student achievement. SPSA development should be aligned with and inform the Local Control and Accountability Plan (LCAP) process.

This SPSA template consolidates all school-level planning efforts into one plan for programs funded through the Consolidated Application (ConApp), and for federal Additional Targeted Support and Improvement (ATSI), pursuant to California Education Code (EC) Section 64001 and the Elementary and Secondary Education Act (ESEA) as amended by the Every Student Succeeds Act (ESSA). This template is designed to meet schoolwide program planning requirements for both the SPSA and federal ATSI planning requirements.

California's ESSA State Plan supports the state's approach to improving student group performance through the utilization of federal resources. Schools use the SPSA to document their approach to maximizing the impact of federal investments in support of underserved students. The implementation of ESSA in California presents an opportunity for schools to innovate with their federally-funded programs and align them with the priority goals of the school and the local educational agency (LEA) that are being realized under the state's Local Control Funding Formula (LCFF).

The LCFF provides schools and LEAs flexibility to design programs and provide services that meet the needs of students in order to achieve readiness for college, career, and lifelong learning. The SPSA planning process supports continuous cycles of action, reflection, and improvement. Consistent with EC 64001(g)(1), the Schoolsite Council (SSC) is required to develop and annually review the SPSA, establish an annual budget, and make modifications to the plan that reflect changing needs and priorities, as applicable.

This plan is being used by Ansel Adams Elementary School for meeting ESSA's planning requirements for Schoolwide Plan Program (SWP) in alignment with the LCAP and other federal, state, and local programs.

This template is based on the December, 2023 CDE revision of the School Plan for Student Achievement. Some modifications have been made inform the SPSA development process.

Table of Contents

Plan Description

Briefly describe your school's plan for effectively meeting the ESSA's planning requirements for Schoolwide Plan Program (SWP) in alignment with the Local Control and Accountability Plan (LCAP) and other federal, state, and local programs.

To effectively meet the requirements of the Every Student Succeeds Act (ESSA) in alignment with our Local Control and Accountability Plan (LCAP) and other federal, state, and local programs, our school has developed a comprehensive strategy centered around the goals outlined in our LCAP, particularly focusing on LUSD LCAP Goals #1, #2, and #3:

Goal #1: Access to Standards-Based Curriculum, Well-Trained Teachers, and Well-Maintained Facilities
To achieve this goal, our school ensures that all students have access to a standards-based curriculum aligned with state standards. Teachers receive ongoing professional development to stay highly qualified in their subject areas.
Strategies to Address Goal #1 for ESSA Compliance:
Regularly review and align curriculum with state standards.
Provide targeted professional development opportunities for teachers to enhance their instructional practices..

Goal #2: Student Growth in English Language Arts (ELA) and Math; Progress for English Learners (ELs) in English Proficiency
Our school focuses on supporting all students, including English learners, to demonstrate growth in core subjects such as ELA and Math. We specifically address the needs of English learners to ensure progress in English language proficiency alongside academic achievement.
Strategies to Address Goal #2 for ESSA Compliance:
Implement data-driven instructional practices to monitor student progress in ELA and Math.
Provide targeted interventions and support for English learners to develop English language skills alongside academic content mastery.

Goal #3: Safe and Connected School Environment
We prioritize creating a safe and welcoming school environment where students and families feel connected and supported. This goal is assessed through climate surveys, attendance records, and behavioral data.
Strategies to Address Goal #3 for ESSA Compliance:
Conduct regular climate surveys to gather feedback from students, families, and staff.
Analyze attendance and behavioral data to identify trends and implement interventions as needed.
Offer family engagement activities and resources to foster stronger connections between school and home.

By aligning our efforts with these LCAP goals, our school's plan effectively integrates ESSA requirements with a focus on academic achievement, equitable access, and a positive school climate. This comprehensive approach ensures that all students receive a high-quality education and support to thrive academically and socially.

Educational Partner Involvement

How, when, and with whom did your Ansel Adams Elementary School consult as part of the planning process for this SPSA/Annual Review and Update?

Involvement Process for the SPSA and Annual Review and Update

The Comprehensive Needs Assessment (CNA) process at our school followed a structured, collaborative approach aligned with the WestEd framework and School Site Council (SSC) guidance. This three-phase process ensured the collection of diverse data and stakeholder input to inform the development of a responsive and inclusive School Plan for Student Achievement (SPSA).

Phase One: Self-Reflection
The process began with a self-reflection phase in January 2025, during which 32 members of the school's instructional team—including teachers, administrators, and support staff—participated in the Four Domains CALL (Comprehensive Assessment of Leadership for Learning) survey. School leaders also completed a reflective self-assessment tool to evaluate practices aligned to the Four Domains for Rapid School Improvement. These tools captured internal perspectives on leadership, instruction, culture, and systems.

Phase Two: Quantitative Data and Artifact Review
In the second phase, the team analyzed Lodi Unified's accountability data—such as student attendance and achievement data found on the school's report card—alongside artifacts provided by the school. These artifacts included

examples of instructional practices, intervention supports, and systems for behavior and family engagement. This triangulation of perception data and hard evidence provided a well-rounded understanding of school performance.

Phase Three: Onsite Engagement
The third phase emphasized direct engagement with the school community through onsite interviews and focus groups. Stakeholders included teachers, classified staff, students, and parents. Forums such as the School Site Council (SSC), English Learner Advisory Committee (ELAC), parent advisory groups, staff meetings, and student focus groups were all utilized to gather input, validate findings, and build consensus around the school's strengths and areas for growth. These forums ensured that all voices were heard and valued in shaping the SPSA.

Ongoing Engagement and Continuous Improvement
Our school is committed to ongoing collaboration with educational partners throughout the year to monitor progress and make necessary adjustments to the SPSA. The SSC will continue to serve as a key structure for reviewing data, evaluating the implementation of strategies, and refining actions based on impact. ELAC and parent advisory groups will receive regular updates and provide feedback to ensure alignment with the needs of English learners and other subgroups. Staff meetings will include regular time for reviewing data, adjusting instructional strategies, and ensuring that actions remain relevant and targeted.

To maintain clear and consistent communication with all stakeholders, we will use multiple strategies, including monthly newsletters, school-wide messaging apps, dedicated SPSA updates during parent meetings, and translated communications to reach all families. Student voice will continue to be elevated through classroom circles, surveys, and student leadership forums.

This inclusive and collaborative approach ensures that the SPSA is not only a reflection of data but also of the shared vision and priorities of the entire school community. By continuing to involve educational partners throughout the year, we are committed to creating a dynamic plan that evolves with the needs of our students and school.

Comprehensive Needs Assessment Components

Identify and describe any areas that need significant improvement based on a review of Dashboard and local data, including any areas of low performance and significant performance gaps among student groups on Dashboard indicators, and any steps taken to address those areas.

California School Dashboard (Dashboard) Indicators
Referring to the California School Dashboard (Dashboard), any state indicator for which overall performance was in the "Red" or "Orange" performance category.

State Indicators California School Dashboard (Dashboard) Indicators: Chronic Absenteeism, Suspension Rate, and English Language Arts: The school's overall performance is in the Orange category, indicating a significant need for improvement in this area. In addition, based on the needs assessment, we have identified the following areas in RED that need significant improvement based on a review of the California School Dashboard and local data: Suspension rate for African American, 2+ Races, and Students with Disabilities, Chronic Absentee rate for 2+ Races, and the ELA test score for Students with Disabilities.

1. Chronic Absenteeism (Orange Performance Band)
Performance Overview:

- 29.7% of students chronically absent.

2. Suspension Rate (Orange Performance Band)
Performance Overview:

- 4.6% of students suspended at least one day.

3. English Language Arts (ELA) Performance (Orange Performance Band)
Performance Overview:

- Overall: 44.7 points below standard (Orange).

Summary of Improvement Strategies Across Areas:

- Curriculum and Instruction: Prioritize rigorous, evidence-based instruction with a focus on literacy and targeted intervention .
- Professional Development: Offer more differentiated, needs-based professional learning, especially around special education and behavior management .
- Family and Community Engagement: Build on strong existing family relationships to support better attendance and school connectedness .

Referring to the California School Dashboard (Dashboard), any state indicator for which performance for any student group was two or more performance levels below the "all student" performance.

Based on the data, there aren't any areas at Ansel Adams Elementary where a student group scored two or more levels below the "All Students" group. This means that while some scores are still low, the gaps between groups of students don't span two performance levels or greater.

Goals, Strategies, & Proposed Expenditures

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

Goal 1

Title and Description of School Goal
Broad statement that describes the desired result to which all strategies/activities are directed.

Academic Growth and Achievement
Through the continuous implementation of the Multi-Tiered System of Support (MTSS), ANSEL ADAMS Elementary School aims to enhance academic instruction. Our approach is centered on the use of common and reliable data, ensuring a culturally responsive, strength-based, and differentiated learning experience for all students. The goal is to achieve a 5% increase in proficiency on the following universal measures in English Language Arts, Mathematics, and Science:

- K-2 DIBELS Assessment
- 2nd-6th Grade Reading Inventory (RI)
- 3rd-6th Grade ELA iReady Universal Screener
- 3rd-6th Grade CAASPP English Language Arts
- K-6th Grade Math iReady Universal Screener
- 3rd-6th Grade CAASPP Mathematics
- 5th Grade California Science Test (CAST)
- California Dashboard: English Language Arts, Mathematics, and English Learner Progress Indicator (ELPI)

This targeted improvement will contribute to the overall academic growth and success of our students.

LCAP Goal to which this School Goal is Aligned
LCAP goal to which this school goal is aligned.

LUSD LCAP Goal #1- All students will have access to standards-based curriculum taught by well-trained, highly qualified teachers in well maintained facilities.
LUSD LCAP Goal #2 -All students will demonstrate growth towards meeting or exceeding standards in English Language Arts (ELA) and Math and English learners (ELs) will demonstrate progress in developing English language proficiency.
LUSD LCAP Differentiated Assistance Goal: Differentiated Assistance: With the assistance of support staff and targeted intervention, English Learners, students with disabilities, and students experiencing homelessness will show growth in college and career readiness, math and ELA. Students experiencing homelessness will also show improvement in suspensions and chronic absenteeism.

Identified Need
A description of any areas that need significant improvement based on a review of Dashboard and local data, including any areas of low performance and significant performance gaps among student groups on Dashboard indicators, and any steps taken to address those areas.

Based on the California School Dashboard and local data, Ansel Adams Elementary School demonstrates areas needing significant improvement in academic achievement and student engagement. English Language Arts (ELA) and Mathematics are both below standard, with ELA at 44.7 points below and Mathematics at 62.6 points below. Students with Disabilities consistently perform significantly lower than all students, scoring 137.2 points below standard in ELA and 143.5 points below in Math. To address these challenges, Ansel Adams Elementary is prioritizing rigorous, evidence-based instruction and providing tailored professional development. The school is working to improve instructional consistency through better curriculum alignment (e.g., Journeys and SIPPS) and increased access to specialized training—especially in small-group instruction and strategies for supporting students with disabilities. Leveraging the strengths of staff through peer coaching and expanding professional learning opportunities aims to close performance gaps, enhance instructional quality, and ensure equitable access for all students.

Based on the needs assessment, we have identified the following areas in ELA, Mathematics, & Science that need improvement based on a review of the California School Dashboard and local data. The ELA, Mathematics, & Science indicators not met for the 2024-2025 school year are CAASPP ELA AND MATH, DASHBOARD ELA, iREADY MOY ELA AND MATH.

In addition, we have identified notable performance gaps on the CA Dashboard AMONG THE FOLLOWING GROUPS:
ORANGE: overall ELA, African American subgroup in ELA and Math, Hispanic subgroup in ELA and Math, and SWD in Math.
RED: SWD in ELA

To address these identified needs comprehensively, a multi-tiered approach involving targeted interventions, curriculum enhancements, professional development, and community engagement initiatives will be implemented. as described in the Goals, Strategies/Activities, and Expenditures in this SPSA.

This goal is based on disaggregated data from the following sources:
- The 2023-2024 3rd - 6th CAASPP ELA Assessment
- The 2024 California Dashboard: ELA
- The 2024-2025 2nd-6th iReady MOY ELA Assessment
- The 2024-2025 K-2 MOY DIBELS Assessment
- The 2024-2025 2-6 MOY Reading Inventory (RI) Assessment
- The 2023-2024 3rd-6th CAASPP Math Assessment
- The 2024 California Dashboard: Mathematics
- The 2024-2025 K-6th grade iReady MOY Mathematics Assessment
- The 2023-2024 California Science Test (CAST)
- The 2024 California Dashboard: Science
- The 2024 California Dashboard: English Learner Progress Indicator (ELPI)

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
K-2 DIBELS Assessment	During the 2024-2025 school year, 68% of Kindergarten, 81% of 1st graders, and 63% of 2nd grade students performed at or above grade level on the Middle of the Year (MOY) DIBELS assessment. During the 2024-2025 school year, 60% of English Learner Kindergarten, 70% of English Learner 1st graders, and 77% of English Learner 2nd grade students performed at or above grade level on the Middle of the Year (MOY) DIBELS assessment.	During the 2025-2026 school year, 73% of Kindergarten, 86% of 1st graders, and 68% of 2nd grade students will perform at or above grade level on the Middle of the Year ((MOY) DIBELS assessment. During the 2025-2026 school year, 65% of EL Kindergarten, 75% of EL 1st graders, and 82% of EL 2nd grade students will perform at or above grade level on the Middle of the Year ((MOY) DIBELS assessment.
California Dashboard: ELA	All Students were ORANGE on the 2024 California Dashboard. This was MAINTAINED at 44.7 points below standard. English Learners were YELLOW on the 2024 California Dashboard. This was INCREASED 9.7pts to 41.7 points below standard.	All Students will perform YELLOW on the 2025 California Dashboard by increasing at least 3.0 pts English Learner Students will perform YELLOW on the 2025 California Dashboard by increasing at least 3.0 pts. (Would need to increase 36 pts to get to GREEN)
3rd-6th Grade CAASPP English Language Arts	During the 2023-2024 school year, 35.2% of 3rd-6th grade students met or exceeded standards on CAASPP/SBAC Assessments in ELA. During the 2023-2024 school year, 27.4% of 3rd-6th grade English Learner students met or exceeded standards on CAASPP/SBAC Assessments in ELA.	During the 2024-2025 school year, 40% of 3rd-6th grade students will meet/exceed standards on CAASPP/SBAC Assessments in ELA. During the 2024-2025 school year, 32% of 3rd-6th grade English Learner students will meet/exceed standards on CAASPP/SBAC Assessments in ELA.
2nd-6th iReady MOY ELA Assessment	During the 2024-2025 school year, 32% of 2nd-6th grade students performed at or above on the Middle of the Year (MOY) iReady Universal Screener in ELA. During the 2024-2025 school year, 8% of 2nd-6th grade English Learner students performed at or above on the Middle of the Year (MOY) iReady Universal Screener in ELA.	During the 2025-2026 school year, 37% of 2nd-6th grade students will perform at or above on the Middle of the Year (MOY) iReady Universal Screener in ELA. During the 2025-2026 school year, 13% of 2nd-6th grade English Learner students will perform at or above on the Middle of the Year (MOY) iReady Universal Screener in ELA.
3rd-6th Grade CAASPP Mathematics	During the 2023-2024 school year, 27.66% of 3rd-6th grade students met or exceeded standards on CAASPP/SBAC Assessments in Mathematics.	During the 2024-2025 school year, 33% of 3rd-6th grade students will meet/exceed standards on CAASPP/SBAC Assessments in Mathematics. During the 2024-2025 school year, 14% of 3rd-6th grade English Learner

	During the 2023-2024 school year, 9.33% of 3rd-6th grade English Learner students met or exceeded standards on CAASPP/SBAC Assessments in Mathematics.	students will meet/exceed standards on CAASPP/SBAC Assessments in Mathematics.
K-6 iReady MOY Mathematics Assessment	During the 2024-2025 school year, 26% of 2nd-6th grade students performed at or above on the Middle of the Year (MOY) iReady Universal Screener in Mathematics. During the 2024-2025 school year, 12% of 2nd-6th grade English Learner students performed at or above on the Middle of the Year (MOY) iReady Universal Screener in Mathematics.	During the 2025-2026 school year, 31% of 2nd-6th grade students will perform at or above on the Middle of the Year (MOY) iReady Universal Screener in Mathematics. During the 2025-2026 school year, 17% of 2nd-6th grade English Learner students will perform at or above on the Middle of the Year (MOY) iReady Universal Screener in Mathematics.
California Dashboard: Mathematics	All Students were YELLOW on the 2024 California Dashboard for Mathematics. This was an INCREASE of 4.3pts to 62.6 points BELOW standard. English Learners were YELLOW on the 2024 California Dashboard for Mathematics. This was an INCREASE of 10.1 points to 59.7 points BELOW standard.	All Students will perform YELLOW on the 2025 California Dashboard for Mathematics by increasing at least 3.0 pts. (Would need to increase 37 pts to get to GREEN) English Learners will perform YELLOW on the 2025 California Dashboard for Mathematics by increasing at least 3.0 pts. (Would need to increase 35 pts to get to GREEN)
5th Grade California Science Test CAST	During the 2023-2024 school year, 22.58% of 5th grade students met or exceeded standards on CAST Assessment in Science. During the 2023-2024 school year, 18.18% of 5th grade English Learner students met or exceeded standards on CAST Assessment in Science.	During the 2024-2025 school year, 27% of 5th grade students will meet/exceed standards on the CAST Assessment in Science. During the 2024-2025 school year, 23% of 5th grade English Learner students will meet/exceed standards on the CAST Assessment in Science.
California Dashboard: Science	No color is provided on the 2024 California Dashboard for Science. There was an increase of 5.4 points to 17.7 pts BELOW standard. English Learners increased 3.5 pts to 19 pts BELOW standard.	All Students will increase 5.0 pts on the CA Science Dashboard. English Learners will increase 5.0 pts on the CA Science Dashboard
California Dashboard: English Learner Progress Indicator	BLUE performance level, increased 13.9% to an overall 64.4% made progress towards English language proficiency as demonstrated by the 2024 CA Dashboard.	65% making progress towards English language proficiency as demonstrated by the 2025 CA Dashboard is needed to maintain BLUE performance level

Strategies/Activities

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

Strategy/ Activity #	Description	Students to be Served	Proposed Expenditures
1.1	District ELA TOSA will play a pivotal role in advancing initiatives for K-3 early reading, tailored for our diverse student population. Collaborating with teachers, site administrators, and district leadership, they will provide specialized expertise, support, and guidance in implementing evidence-based early reading strategies. Serving as an intervention teacher and resource, the ELA TOSA will enhance early literacy instruction to improve literacy outcomes for K-3 students. Modeling Lessons and Small Group Instruction: * Available to model or co-teach SIPPS or Amplify lessons. * Support teachers in delivering effective lessons. * Provide flexible, short-term small group instruction Collaboration/Scheduling/Planning: * Work with site administrators to give input on professional development based on needs. * Work with the site principal to develop schedules for interventions, CORE visits, and data conferences. * Maintain consistent communication and interaction with administrators. Assessment Support: * Assist in DIBELS and SIPPS testing as needed. * Progress monitors own intervention students every 3 to 6 weeks. * Provide assistance to teachers with testing timelines.	All Students	$0 Central Title I 1900 Other Cert Salaries District Funded ELA TOSA
1.2	MTSS Data Conferences and Analysis Provide release time for teachers to: * Analyze universal screeners and state/local data to identify trends and areas for improvement. * Collaborate, plan, and respond with best practices. * Foster collaboration among teachers to develop targeted intervention strategies. * Tailor instructional practices based on data insights to address diverse student needs. * Include specialists such as speech therapists, resource specialists, intervention teachers, counselor- tiered approach while considering the whole child. * Use Data Collection Sheets to track individual student progress.	All Students	$19250 Title I 1150 Teacher Sub Subs for MTSS Data Conferences $4810 Title I 3000 Benefits Sub Benefits

	* Evaluate intervention effectiveness and instructional strategies for continuous improvement. 27 T X 3 data conferences X$297 (includes benefits) = 24, 057			
1.3	Professional Development Opportunities and Training to support the Multi-Tiered System of Supports (MTSS) framework to enhance student achievement and well-being across academic, behavioral, and social-emotional domains. District/Site ELA/Math/Science/SS Initiative Professional Developments Include: * SIPPS K-6 * iREADY K-6 Site ELA/Math/Science/SS Based Initiative Professional Developments Include: * develop 1:1 plans with teachers on their PD goals *3 visits by SIPPS consultant	All Students	$6000 Title I 5800 Prof and Operating/Consultants SIPPS Consultant	
1.4	Supplemental Materials and Resources: Books, Duplicating, Software Licenses, AVID Supplies Ensure students have access to supplemental books, duplicating services, study trips, assemblies, and software licenses to support instruction aligned with Common Core standards and interventions. AVID Supplies: Teachers will implement the organizational component of AVID to support all learners. All K-6 classrooms will utilize Advancement Via Individual Determination (AVID) WICOR strategies to standardize Tier 1 high-quality first instruction.	All Students	$15000 Title I 4300 Materials List AVID Supplies: highlighters, binders, color pens, dividers, post-it notes, $15000 Title I 4375 Technology (under $500) headphones $7000 Title I 5875 Technology Licenses Additional headphones to support instruction.	
1.5	MTSS (Multi-Tiered System of Supports) Collaboration Educators engage in various activities aimed at enhancing student outcomes through a comprehensive and coordinated approach to intervention and instruction. Some key activities that may occur during MTSS collaboration time include: Data Review and Analysis: Educators examine student data to identify patterns, trends, and areas of need across academic, behavioral, and social-emotional domains. This analysis informs decision-making for tiered interventions. Progress Monitoring: Teams review progress monitoring data to assess the effectiveness of current interventions and determine if adjustments are needed to support student growth. Problem-Solving Discussions: Educators engage in collaborative problem-solving to address challenges faced by students within the MTSS framework. This involves brainstorming strategies,	All Students	$30500 Title I 1150 Teacher Sub for PD and MTSS $7742 Title I 3000 Benefits Substitute teacher benefits	

sharing expertise, and leveraging resources to support student success.
Curriculum Planning and Differentiation: Teams collaborate to align curriculum with intervention goals, ensuring that instruction is differentiated to meet the diverse needs of students across tiers of support.
Professional Learning and Development: Educators participate in professional development sessions focused on evidence-based practices, intervention strategies, and data-driven decision-making within the MTSS framework.
Parent and Community Engagement Planning: Teams discuss strategies for involving parents and community stakeholders in supporting student success within the MTSS model, including communication strategies and outreach efforts.
Implementation Review and Reflection: Educators reflect on the implementation of interventions, sharing successes and challenges, and refining strategies based on ongoing feedback and evaluation.
Collaborative Team Meetings: Grade-level or subject-specific teams come together to coordinate efforts, share insights, and align interventions to ensure continuity and coherence in support provided to students.
Resource Allocation and Coordination: Teams discuss resource allocation, including staffing, materials, and technology, to optimize support for students at different tiers of the MTSS framework.
Documentation and Record-Keeping: Educators maintain detailed documentation of interventions, progress monitoring data, and outcomes to ensure accountability and inform future decision-making.

(Note: All collaboration time must be supported by documentation with attendees, dates, times, and details of the discussion. This documentation must be kept at the site and readily accessible for program monitoring.)

1.6	ELD instruction Ensure that students are provided 30 minutes of designated EL instruction on a consistent basis.	English Learners	
1.7	Instructional Support District ELD Coaches will provide support to classrooms teachers of EL Students.	English Learners	
1.8	Bilingual Para-educators Certificated Staff, Para educators and additional Classified staff will provide support for instruction of the core for identified EL students on a more consistent basis.	English Learners	

| 1.9 | Educational Assemblies to support the school's curriculum and culture.

The assemblies should include one or more of the following components.
Real-World Connections: Educational assemblies often feature speakers or presentations that connect classroom lessons to real-world applications. This connection helps students understand the relevance of what they are learning and how it can be applied beyond the classroom.
Community Building: Assemblies bring students, teachers, and sometimes parents together in a shared learning experience. They contribute to a sense of community within the school and promote positive relationships among attendees.
Inspiration and Motivation: Guest speakers at assemblies can inspire students by sharing personal stories of success, perseverance, or overcoming challenges. Such stories can motivate students to work harder, set goals, and pursue their dreams.
Addressing Important Topics: Assembly provides a platform to address critical issues such as bullying, mental health, diversity, and character development. They can facilitate open discussions and create awareness among students.
Skill Development: Assemblies can be designed to focus on specific skills such as leadership, communication, or critical thinking. Workshops or interactive sessions during assemblies can help students develop these essential life skills.
Celebration of Achievements: Assemblies can be used to recognize and celebrate student achievements, academic excellence, or extracurricular successes. This recognition boosts students' self-esteem and encourages them to excel.
Positive Behavior Reinforcement: Assemblies can reinforce positive behavior and values through storytelling, role-playing, or interactive activities. They contribute to the overall positive culture of the school. | All students | $1,000
Title I
5800 Prof and Operating/Consultants
Educational Assemblies |
| 1.10 | Study Trips Supplementing Grade-Level Core Curriculum:

Study trips to supplement grade-level core curriculum is to provide students with experiential learning opportunities that deepen their understanding of academic concepts and enrich their educational experiences. The following activities outline the framework for these study trips:
Pre-Trip Preparation: Educators plan and prepare students for the study trip by aligning the objectives with grade-level core curriculum standards.
Curriculum Integration: Study trips will be carefully designed to integrate with the core curriculum of each grade level. Hands-On Learning Experiences: Students will engage in hands-on activities, | All students | $12,000
Title I
5712 Transportation
Transportation to and from Study Trips
$8,000
Title I
5872 Field Trips
Study trips aligned to CA State Standards by gradelevel |

	experiments, or demonstrations during the trip that complement classroom learning. Guided Exploration: Educators will facilitate guided exploration of the study trip location, pointing out relevant connections to classroom topics and encouraging students to make observations and ask questions. Interdisciplinary Connections: Study trips may incorporate interdisciplinary connections by exploring how different subject areas intersect in real-life settings. Reflective Activities: After the trip, students will participate in reflective activities such as journaling, group discussions, or presentations to process their experiences and make connections to the core curriculum. Skill Development: Study trips will provide opportunities for students to develop essential skills such as critical thinking, communication, collaboration, and problem-solving in authentic settings. Follow-Up Learning: Educators will incorporate follow-up activities and assessments back in the classroom to reinforce learning from the study trip and assess its impact on student understanding and retention of core curriculum concepts.			
1.11	Supplemental Intervention MTSS instruction Additional intervention support will play a supportive role in advancing initiatives for K-3 early reading, tailored for our diverse student population. Collaborating with teachers, site administrators, and district leadership, they will provide specialized expertise, support, and guidance in implementing evidence-based early reading strategies. Serving as an intervention teacher and resource, the ELA support staff will enhance early literacy instruction to improve literacy outcomes for K-3 students. 18 hrs per week X 32 weeks = 576 hours (use certificated timecard calculator)	All students		$26,663 Title I 1120 Teacher Temp Teacher timecards to support intervention in core academic areas. $6,660 Title I 3000 Benefits Teacher benefits
1.12	After-school Interventions for ELA and Math Certificated staff to provide targeted academic support and enrichment activities that foster students language proficiency, reading comprehension, writing skills, and overall literacy development. 150 hours (certificated timecard calculator)	All students		$6,243 Title I 1120 Teacher Temp Timecards for afterschool intervention. $1,435 Title I 3000 Benefits Teacher benefits

Annual Review

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.

Annual Measurable Outcomes

Metric/Indicator	Expected Outcomes	Actual Outcomes
K-2 DIBELS Assessment	During the 2024-2025 school year, 63% of Kindergarten, 68% of 1st grade, and 76% of 2nd grade students will perform at or above grade level on the Middle of the Year ((MOY) DIBELS assessment.	During the 2024-2025 school year, 68% of Kindergarten, 81% of 1st graders, and 63% of 2nd grade students performed at or above grade level on the Middle of the Year ((MOY) DIBELS assessment. MET
California Dashboard: ELA	All Students will increase 10 pts on the 2024 California Dashboard. Performance colors for the All student group will move from Orange to Yellow.	All Students group remained ORANGE on the 2024 California Dashboard. This was MAINTAINED at 44.7 points below standard.
2nd-6th iReady MOY ELA Assessment	During the 2024-2025 school year, increase 5% from 36% to 41% of 2nd-6th grade students will perform at or above on the Middle of the Year (MOY) iReady Universal Screener in ELA.	During the 2024-2025 school year, 32% of 2nd-6th grade students performed at or above on the Middle of the Year (MOY) iReady Universal Screener in ELA.
3rd-6th Grade CAASPP English Language Arts	During the 2023-2024 school year, 5% increase from 33.5% to 38.5% of 3rd-6th grade students will meet or exceed standards on CAASPP/SBAC Assessments in ELA.	During the 2023-2024 school year, 35.2% of 3rd-6th grade students met/exceeded standards on CAASPP/SBAC Assessments in ELA.
CA Dashboard: Mathematics	All Students will be YELLOW on the 2024 California Dashboard.	All Students were YELLOW on the 2024 California Dashboard for Mathematics. This was an INCREASE of 4.3pts to 62.6 points BELOW standard.
K-6th iReady MOY Mathematics Assessment	During the 2024-2025 school year, increase 5% from 25 to 30% of 2nd-6th grade students will perform at or above on the Middle of the Year (MOY) iReady Universal Screener in Mathematics.	During the 2024-2025 school year, 26% of 2nd-6th grade students performed at or above on the Middle of the Year (MOY) iReady Universal Screener in Mathematics.
3rd- 6th Grade CAASPP Mathematics	During the 2023-2024 school year, increase 5% from 28 to 33% of 3rd-6th grade students will meet or exceed standards on CAASPP/SBAC Assessments in Mathematics.	During the 2023-2024 school year, 27.32% of 3rd-6th grade students met/exceeded standards on CAASPP/SBAC Assessments in Mathematics.

Metric/Indicator	Expected Outcomes	Actual Outcomes
California Science Test: CAST	Baseline to be determined.	During the 2023-2024 school year, 22.58% of 5th grade students met or exceeded standards on CAST Assessment in Science.
CA Dashboard: English Learner Progress Indicator	55% will be making progress towards English language proficiency as demonstrated by the 2024 CA Dashboard.	BLUE performance level, increased 13.9% to an overall 64.4% made progress towards English language proficiency as demonstrated by the 2024 CA Dashboard.

Analysis

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

Ansel Adams Elementary showed steady progress in its efforts to improve academic achievement. While English Language Arts performance remained consistent, math scores improved slightly, and students overall demonstrated above-typical growth compared to peers with similar starting points. Additionally, a significant increase was seen in the percentage of English Learners making progress toward English proficiency.

The school continues to use data and targeted interventions to support student learning, with strong collaboration among staff and positive family engagement. However, there is a need to strengthen instructional consistency and provide more focused professional development to ensure all students receive rigorous, standards-aligned instruction. These areas will be key in supporting continued growth.

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.

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.

Ansel Adams Elementary will continue the progress made during the 2024–25 school year by building on what's working well. The school will keep using data to help guide teaching and provide extra support where students need it most. Teachers will receive more training to strengthen their teaching strategies and better support all learners, including those who need extra help. The school will also keep working closely with families and maintaining a positive, welcoming environment. By staying focused on strong instruction, teamwork, and family involvement, Ansel Adams is committed to helping every student grow and succeed.

Goals, Strategies, & Proposed Expenditures

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

Goal 2

Title and Description of School Goal
Broad statement that describes the desired result to which all strategies/activities are directed.

Social-Emotional Behavioral
Ansel Adams will increase its tiered supports to strengthen social-emotional and behavioral interventions, ensuring a more comprehensive and effective system for addressing student needs.

LCAP Goal to which this School Goal is Aligned
LCAP goal to which this school goal is aligned.

LUSD LCAP GOAL 3 - All students and families will feel safe and connected at school as measured by climate surveys, attendance data and behavioral data.

Identified Need
A description of any areas that need significant improvement based on a review of Dashboard and local data, including any areas of low performance and significant performance gaps among student groups on Dashboard indicators, and any steps taken to address those areas.

Based on a comprehensive review of the needs assessments (chronic absenteeism and suspension rate) and state and local data, there are several areas that emerged that require significant improvement. Specifically, we have identified notable performance gaps among ORANGE Chronic Absentee levels for Overall, African American, Hispanic, and EL on the CA Dashboard. RED Chronic Absentee levels for 2+ Races on the CA Dashboard.
ORANGE Suspension levels for Overall, Asian, Hispanic, and SED on the CA Dashboard. RED Suspension levels for African American, 2+ Races, and SWD on the CA Dashboard.
To address these concerns, we have implemented several strategic steps. These include a multi-tiered system of supports aimed at closing these performance gaps and improving outcomes across all student groups.

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

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
CA Dashboard - Chronic Absenteeism	2024 CA Dashboard Chr Absentee Indicator: ALL Student Group ORANGE/29.7 %. Which is a decrease of 2.2 points.	2025 CA Dashboard Chronic Absenteeism Indicator: Yellow at 26.7%, reflecting a 3-point decrease—meeting the threshold needed to move into the Yellow performance level.
CA Dashboard - Suspension Rate	2024 CA Dashboard Suspension Indicator: ALL Student Group ORANGE/4.6% Which is an increase of 1.7 points.	2025 CA Dashboard Suspension Indicator: Yellow at 4.3%, representing a 0.3 percentage point decrease—moving from the Orange to the Yellow performance level.
Positive Behavioral Interventions and Supports (PBIS) Implementation Fidelity	2024-2025Local Data: Tier 1 TFI Score 90% Tier 2 TIF Score 96% Tier 3 TIF Score 82%	2025-2026 Local Data: Tier 1 TFI Score 92% Tier 2 TIF Score 96% Tier 3 TIF Score 85%
PBIS Recognition	Award GOLD -Spring 2024	PLATINUM -Spring 2025
Panorama Survey	Winter 24-25 Student Competency and Well-Being grades 3-5: 61%	Winter 25-26 Student Competency and Well-Being grades 3-5: 66%

		Winter 24-25 Student Competency and Well-Being grades 6: 57%	Winter 25-26 Student Competency and Well-Being grades 6: 62%

Strategies/Activities

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

Strategy/ Activity #	Description	Students to be Served	Proposed Expenditures
2.1	Positive Behavioral Intervention and Supports Collaboration Educators engage in various activities aimed at enhancing student outcomes through a comprehensive and coordinated approach to PBIS strategies. Some key activities that may occur during PBIS collaboration time include: Leadership and Coordination: • Lead the implementation of PBIS within the school. • Coordinate efforts across the school community including administrators, teachers, staff, students, and families. • Facilitate regular team meetings to plan, monitor, and adjust PBIS initiatives. Data Collection and Analysis: • Collect and analyze behavior data to identify trends and areas of concern. • Use data to make informed decisions about interventions and supports. • Monitor the effectiveness of PBIS strategies and interventions over time. Developing and Implementing PBIS Systems: • Establish clear behavioral expectations (behavioral matrix) for all areas of the school. • Develop and implement a tiered system of supports (universal, targeted, intensive) based on student needs. • Design and implement proactive strategies to prevent challenging behaviors. Training and Professional Development: • Provide training to staff on PBIS principles, strategies, and practices. • Support staff in implementing PBIS strategies in their classrooms and across the school environment. • Collaborate with outside experts and resources to improve staff training. Supporting Staff and Students: • Offer guidance and resources to teachers and staff for implementing behavior interventions.	All students	

	- Provide direct support and guidance to students who require additional behavioral support. - Foster a positive and inclusive school culture through PBIS initiatives. - Family and Community Engagement: - Involve families in PBIS activities and initiatives. - Communicate PBIS principles and expectations to families and gather their input and support. - Collaborate with community organizations Evaluation and Continuous Improvement: - Regularly evaluate the effectiveness of PBIS practices and interventions. - Use evaluation findings to make data-driven decisions and improvements to the PBIS framework. - Ensure ongoing fidelity and sustainability of PBIS implementation. (Note: All collaboration time must be supported by documentation with attendees, dates, times, and details of the discussion. This documentation must be kept at the site and readily accessible for program monitoring.)			
2.2	Assemblies to support the school's curriculum and culture. The assemblies should include one or more of the following components: - Real-World Connections: Educational assemblies often feature speakers or presentations that connect classroom lessons to real-world applications. This connection helps students understand the relevance of what they are learning and how it can be applied beyond the classroom. - Community Building: Assemblies bring students, teachers, and sometimes parents together in a shared learning experience. They contribute to a sense of community within the school and promote positive relationships among attendees. - Inspiration and Motivation: Guest speakers at assemblies can inspire students by sharing personal stories of success, perseverance, or overcoming challenges. Such stories can motivate students to work harder, set goals, and pursue their dreams.	All students	$5,000 Title I 5800 Prof and Operating/Consultants PBIS assemblies $4312 Title I 4300 Materials Paper and supplies for student store	

- Addressing Important Topics: Assembly provides a platform to address critical issues such as bullying, mental health, diversity, and character development. They can facilitate open discussions and create awareness among students.

- Skill Development: Assemblies can be designed to focus on specific skills such as leadership, communication, or critical thinking. Workshops or interactive sessions during assemblies can help students develop these essential life skills.

- Celebration of Achievements: Assemblies can be used to recognize and celebrate student achievements, academic excellence, or extracurricular successes. This recognition boosts students' self-esteem and encourages them to excel.

- Positive Behavior Reinforcement: Assemblies can reinforce positive behavior and values through storytelling, role-playing, or interactive activities. They contribute to the overall positive culture of the school.

Annual Review

SPSA Year Reviewed: 2024-25

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.

Annual Measurable Outcomes

Metric/Indicator	Expected Outcomes	Actual Outcomes
CA Dashboard - Chronic Absenteeism	2024 CA Dashboard Suspension Indicator: ALL Student Group YELLOW. Decrease 3 or more ppts from 31.9 to 28.9.	2024 CA Dashboard Suspension Indicator: ALL Student Group ORANGE/29.7 %. Which is a decrease of 2.2 points.
CA Dashboard - Suspension Rate	2024 CA Dashboard Suspension Indicator: GREEN/2.6% Which is a decrease of .3 ptts.(.3 pt decline is needed to move to green)	2024 CA Dashboard Suspension Indicator: ALL Student Group ORANGE/4.6% Which is an increase of 1.7 points.
PBIS Recognition	2023-2024 Local Data: Enough points to move to Platinum	2024-2025 Local Data: on pace to apply for platinum Tier 1 TFI Score 90% Tier 2 TIF Score 96% Tier 3 TIF Score 82%

Analysis

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

Overall implementation was effective. Current data so far shows significant drop in absenteeism, suspension rate, and improvement in panorama data. Ansel Adams Elementary has built a warm and welcoming school community where students feel safe, supported, and motivated to succeed. Through strong and caring staff, the school has created a positive culture focused on student well-being and success. Teachers and staff work together to support students both academically and socially, while parents are kept informed and encouraged to stay involved. The school uses a multi-tiered PBIS system (Tiers 1 to 3) to provide the right level of support to all students. These efforts have led to noticeable improvements. Fewer students are missing school or being suspended, and surveys show students are feeling more connected, confident, and supported. Because of their strong work, Ansel Adams is applying for the Platinum PBIS Recognition, a top honor for schools with excellent behavior support systems.

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

No major differences. Will continue PBIS recognition, training for staff, and support for students.

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.

Ansel Adams Elementary will use Positive Behavioral Interventions and Supports (PBIS) and added behavior supports to help lower suspensions and improve attendance. The school's suspension rate went up to 4.6%, and nearly 30% of students were chronically absent. Some student groups, like African American students, students with disabilities, and students of two or more races, had higher suspension rates than others. To help, the school will focus on teaching clear behavior expectations and building a more positive school climate. Staff will get training in how to support students with behavior needs using positive strategies. The school will also provide extra help for students who struggle with behavior or attendance, including check-ins with trusted adults, mentoring, and more communication with families. These steps will support student success by creating a safe, caring environment for everyone.

Goals, Strategies, & Proposed Expenditures

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

Goal 3

Title and Description of School Goal
Broad statement that describes the desired result to which all strategies/activities are directed.

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

LCAP Goal to which this School Goal is Aligned
LCAP goal to which this school goal is aligned.

> LUSD LCAP Goal #3- All students and families will feel safe and connected at school as measured by climate surveys, attendance data and behavioral data.

Identified Need
A description of any areas that need significant improvement based on a review of Dashboard and local data, including any areas of low performance and significant performance gaps among student groups on Dashboard indicators, and any steps taken to address those areas.

> LUSD Thought Exchange of Ansel responses only on Parent Survey:
>
> Overall satisfaction (Q8): 86% Satisfied/Very Satisfied.
> - School Staff is respectful: 84% S/VS
> - Discipline is Fair: 81% S/VS
> - School Policies are clear and communicated: 81% S/VS
> - Administrators are responsive: 91%
> - Teachers Communicate Effectively: 91% S/VS

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
LUSD Thought Exchange of Ansel responses only	Overall satisfaction (Q8): 86% Satisfied/Very Satisfied. School Staff is respectful: 84% S/VS Discipline is Fair: 81% S/VS School Policies are clear and communicated: 81% S/VS Administrators are responsive: 91% Teachers Communicate Effectively: 91% S/VS	90% or higher in all listed categories
Back to School Night + Parent Conference attendance	Baseline to be determined during the 2025-26 school year.	90% in attendance as one combined number.

Strategies/Activities

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

Strategy/ Activity #	Description	Students to be Served	Proposed Expenditures
3.1	School-Community Organized Events/Activities Throughout the school year, there will be organized activities such as parent-teacher conferences, workshops, educational and social parent/student events, ELAC and SSC meetings, and volunteer opportunities to facilitate parent participation in the school community.	All students	
3.2	Communication Dedicated to fostering clear and effective communication with parents, we will provide regular updates and important information through various channels, including flyers, email newsletters, parent portals, and mobile apps. Communication will include school events, academic progress, and important announcements. In addition, we encourage ongoing dialogue about students' individual needs and achievements to ensure they receive the best support.	All students	$3,568 Title I: Parent Involvement 4300 Materials student planners, envelopes
3.3	Increase meaningful parent involvement of English Learner (EL) families by fostering relationships, reducing barriers, and providing culturally and linguistically inclusive opportunities. • Culturally Inclusive Family Workshops – Host interactive workshops on navigating the school system, supporting student learning at home, and understanding EL programs. Offer sessions at convenient times with childcare and food provided. • "Parent Cafés" & Listening Circles – Organize informal gatherings where EL parents can share their experiences, voice concerns, and collaborate on school initiatives in a welcoming, culturally affirming space. • Parent Leadership & Advocacy – Offer leadership training and opportunities for EL parents to serve on advisory committees (e.g., ELAC/DELAC) to amplify their voices in school decision-making. • Flexible Volunteering Opportunities – Create accessible volunteer roles that accommodate different schedules, skill	English Learner	$500 Title I: Parent Involvement 4325 Food For Meetings light refreshments for parent meetings $290 Title I: Parent Involvement 2200 Class Support Temp classified staff for playground supervision $114 Title I: Parent Involvement 3000 Benefits

		sets, and language abilities to encourage participation.		
3.4		Student-Led Family Engagement Events – Encourage student-led events, such as multilingual literacy nights or cultural celebrations, to create a comfortable and engaging atmosphere that fosters parental participation. Home-School Partnerships – Develop a system where teachers and staff make personal outreach efforts (phone calls, home visits, etc.) to build relationships and provide guidance on how parents can support their child's education.	All students	

Annual Review

SPSA Year Reviewed: 2024-25

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.

Annual Measurable Outcomes

Metric/Indicator	Expected Outcomes	Actual Outcomes
Parent Thought Exchange	Baseline to be Determined	Overall satisfaction (Q8): 86% Satisfied/Very Satisfied. School Staff is respectful: 84% S/VS Discipline is Fair: 81% S/VS School Policies are clear and communicated: 81% S/VS Administrators are responsive: 91% Teachers Communicate Effectively: 91% S/VS

Analysis

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

The SPSA's strategies for parent involvement are effectively implemented through regular communication, workshops, and family engagement events. These initiatives foster strong school-home partnerships, improving student outcomes. Active parent participation in decision-making and volunteer opportunities enhances transparency, builds trust, and supports a collaborative school culture that values every family's voice.

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

No major differences took place between the plan and actual implementation.

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.

During the 2025–26 school year, Ansel Adams Elementary will continue to focus on strengthening parent involvement, especially among families of English Learners, by building relationships, reducing barriers, and creating inclusive and culturally responsive opportunities. The school will host interactive family workshops that help parents navigate the school system, support learning at home, and understand English Learner programs, with sessions offered at convenient times and supported by childcare and meals. "Parent Cafés" and listening circles will provide welcoming spaces for families to share experiences and collaborate on school initiatives. The school will also encourage parent leadership through training and participation in advisory groups such as ELAC and SSC. To promote active involvement, flexible

volunteer roles will be created to accommodate different schedules, skill sets, and language needs, while student led events such as multilingual literacy nights and cultural celebrations will help foster a sense of belonging. Staff will also prioritize personal outreach through phone calls and home visits to strengthen home school partnerships. Regular communication will be shared through flyers, newsletters, apps, and parent portals, and a variety of school and community events will invite families to engage in educational and social activities throughout the year.

Goals, Strategies, & Proposed Expenditures

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

Budget Summary

Complete the Budget Summary Table below. Schools may include additional information, and adjust the table as needed. The Budget Summary is required for schools funded through the Consolidated Application (ConApp).

Budget Summary

DESCRIPTION	AMOUNT
Total Funds Provided to the School Through the Consolidated Application	$181,087.00
Total Funds Budgeted for Strategies to Meet the Goals in the SPSA	$181,087.00
Total Federal Funds Provided to the School from the LEA for CSI	$

Other Federal, State, and Local Funds

List the additional Federal programs that the school includes in the schoolwide program. Adjust the table as needed.

Note: If the school is not operating a Title I schoolwide program, this section is not applicable and may be deleted.

Federal Programs	Allocation ($)
Title I	$176,615.00
Title I: Parent Involvement	$4,472.00
rCalc_TotbyFSGrpFederal_50_FundSrc}	$

Subtotal of additional federal funds included for this school: $181,087.00

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

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

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

Total of federal, state, and/or local funds for this school: $181,087.00

Budgeted Funds and Expenditures in this Plan

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

Funds Budgeted to the School by Funding Source

Funding Source	Amount	Balance

Expenditures by Funding Source

Funding Source	Amount
Central Title I	0.00
Title I	176,615.00
Title I: Parent Involvement	4,472.00

Expenditures by Budget Reference

Budget Reference	Amount
1120 Teacher Temp	32,906.00
1150 Teacher Sub	49,750.00
1900 Other Cert Salaries	0.00
2200 Class Support Temp	290.00
3000 Benefits	20,761.00
4300 Materials	22,880.00
4325 Food For Meetings	500.00
4375 Technology (under $500)	15,000.00
5712 Transportation	12,000.00
5800 Prof and Operating/Consultants	12,000.00
5872 Field Trips	8,000.00
5875 Technology Licenses	7,000.00

Expenditures by Budget Reference and Funding Source

Budget Reference	Funding Source	Amount

1900 Other Cert Salaries	Central Title I	0.00
1120 Teacher Temp	Title I	32,906.00
1150 Teacher Sub	Title I	49,750.00
3000 Benefits	Title I	20,647.00
4300 Materials	Title I	19,312.00
4375 Technology (under $500)	Title I	15,000.00
5712 Transportation	Title I	12,000.00
5800 Prof and Operating/Consultants	Title I	12,000.00
5872 Field Trips	Title I	8,000.00
5875 Technology Licenses	Title I	7,000.00
2200 Class Support Temp	Title I: Parent Involvement	290.00
3000 Benefits	Title I: Parent Involvement	114.00
4300 Materials	Title I: Parent Involvement	3,568.00
4325 Food For Meetings	Title I: Parent Involvement	500.00

Expenditures by Goal

Goal Number	Total Expenditures
Goal 1	167,303.00
Goal 2	9,312.00
Goal 3	4,472.00

School Site Council Membership

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

1 School Principal

3 Classroom Teachers

1 Other School Staff

5 Parent or Community Members

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

At elementary schools, the school site council must be constituted to ensure parity between (a) the principal, classroom teachers, and other school personnel, and (b) parents of students attending the school or other community members. Classroom teachers must comprise a majority of persons represented under section (a). At secondary schools there must be, in addition, equal numbers of parents or other community members selected by parents, and students. Members must be selected by their peer group.

Recommendations and Assurances

The School Site Council (SSC) recommends this school plan and proposed expenditures to the district governing board for approval and assures the board of the following:

The SSC is correctly constituted and was formed in accordance with district governing board policy and state law.

The SSC reviewed its responsibilities under state law and district governing board policies, including those board policies relating to material changes in the School Plan for Student Achievement (SPSA) requiring board approval.

The SSC sought and considered all recommendations from the following groups or committees before adopting this plan:

Signature	Committee or Advisory Group Name
	English Learner Advisory Committee

The SSC reviewed the content requirements for school plans of programs included in this SPSA and believes all such content requirements have been met, including those found in district governing board policies and in the local educational agency plan.

This SPSA is based on a thorough analysis of student academic performance. The actions proposed herein form a sound, comprehensive, coordinated plan to reach stated school goals to improve student academic performance.

This SPSA was adopted by the SSC at a public meeting on April 24, 2025.

Attested:

	Principal, Michael Coughlin on April 24, 2025
	SSC Chairperson, Sophia Del Real on April 24, 2025