

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

Schoo	ol Name	County-District-School (CDS) Code	Schoolsite Council (SSC) Approval Date	Local Board Approval Date
Heritage School	Elementary	39685856097760	May 14, 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 Heritage 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

SPSA Title Page	1
Table of Contents	2
Plan Description	3
Educational Partner Involvement	3
Comprehensive Needs Assessment Components	4
California School Dashboard (Dashboard) Indicators	4
Goals, Strategies, & Proposed Expenditures	5
Goal 1	5
Goal 2	17
Goal 3	23
Budget Summary	26
Budget Summary	26
Other Federal, State, and Local Funds	26
Budgeted Funds and Expenditures in this Plan	27
Funds Budgeted to the School by Funding Source	27
Expenditures by Funding Source	27
Expenditures by Budget Reference	27
Expenditures by Budget Reference and Funding Source	28
Expenditures by Goal	28
School Site Council Membership	30
Recommendations and Assurances	31

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 Heritage 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 37 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.

Based on the California School Dashboard, Mathematics was identified in the Orange performance category for the All Student group, with a score of 59.1 points below standard. Although no indicators were in the "Red" performance level, this performance in mathematics signals a need for targeted improvement.

In response to this data, the site's needs assessment identified the following areas as requiring significant focus: Domain 2B: Targeted Professional Learning, emphasizing the need for stronger, more strategic professional development tied to student achievement data.

Domain 1A: Prioritize Improvement and Communication, pointing to the need for clear, focused schoolwide improvement efforts and better communication of goals and progress.

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.

A review of student group performance on the California School Dashboard shows that no student groups were performing two or more performance levels below the All Student group in any state indicator. While performance gaps may still exist, none met the threshold outlined in this question.

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), Heritage 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.

The school's review of the California School Dashboard and local survey data supports this need:

- Mathematics proficiency: 59.1% of students are performing below standard.
- English Language Arts proficiency: While proficiency increased by 7.1%, it still remains 44.3% below standard.

Additionally, WestEd's needs assessment identified targeted professional learning opportunities as a high-leverage need for Heritage Elementary, aligned with Four Domains Practice 2.2. The findings emphasize that increased workloads and limited instructional aide time have reduced the availability of relevant and meaningful professional development for teachers. A structured system for differentiated, collaborative, and data-driven professional learning is necessary to build staff capacity and support the diverse academic and behavioral needs of students.

While data collection systems like DIBELS, SIPPS, and i-Ready are in place, the school can further leverage its collaborative culture by dedicating time for teachers to routinely analyze these data during structured PLCs. Routine, data-driven discussions could help identify specific student needs, enabling flexible instructional groupings and targeted interventions. By aligning this collaborative effort with dedicated time and accountability measures, the school can maximize its strengths to create a more effective learning environment.

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, 40% of Kindergarten-2nd grade students performed at or above grade level on the Middle of the Year (MOY) DIBELS assessment. During the 2024-2025 school year, 40% of English Learner Kindergarten-2nd grade students performed at or above grade level on the Middle of the Year (MOY) DIBELS assessment.	During the 2025-2026 school year, 45% of Kindergarten-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, 45% of Kindergarten-2nd grade English Learner students will perform at or above grade level on the Middle of the Year (MOY) DIBELS assessment.
California Dashboard: ELA	All Students were yellow on the 2024 California Dashboard. This was 44.33 points below standard. English Learners were yellow on the 2024 California Dashboard. This was	All Students will perform Green which is an increase to at least 39.3 points on the 2025 California Dashboard. English Learner Students will perform GREEN which is an increase of 5

	I	
	an increase of 16.5 points but was 44.4 points below standard.	points on the 2025 California Dashboard.
3rd-6th Grade CAASPP English Language Arts	During the 2023-2024 school year, 33% of 3rd-6th grade students met or exceeded standards on CAASPP/SBAC Assessments in ELA. During the 2023-2024 school year, 29% of 3rd-6th grade English Learner students met or exceeded standards on CAASPP/SBAC Assessments in ELA.	During the 2025-2026 school year, 38% of 3rd-6th grade students will meet/exceed standards on CAASPP/SBAC Assessments in ELA. (Increase of 5%) During the 2025-2026 school year, 34% of 3rd-6th grade English Learner students will meet/exceed standards on CAASPP/SBAC Assessments in ELA. (Increase of 5%)
2nd-6th iReady MOY ELA Assessment	During the 2024-2025 school year, 13% 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, 18% 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, 18% of 3rd-6th grade students met or exceeded standards on CAASPP/SBAC Assessments in Mathematics. During the 2023-2024 school year, 7% of 3rd-6th grade English Learner students met or exceeded standards on CAASPP/SBAC Assessments in Mathematics.	During the 2024-2025 school year, 23% of 3rd-6th grade students will meet/exceed standards on CAASPP/SBAC Assessments in Mathematics. During the 2024-2025 school year, 12% of 3rd-6th grade English Learner students will meet/exceed standards on CAASPP/SBAC Assessments in Mathematics.
K-6 iReady MOY Mathematics Assessment	During the 2024-2025 school year, 15% 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, 7% 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, 20% 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, 12% 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 orange on the 2024 California Dashboard for Mathematics. This was 59.1 points below standard. English Learners were yellow on the 2024 California Dashboard for Mathematics. This was 61.9 points below standard.	All Students will be Yellow which is an increase of 3 points on the 2025 California Dashboard for Mathematics. English Learners will be Green, which is an increase of 36.9 points on the 2025 California Dashboard for Mathematics.

5th Grade California Science Test CAST	During the 2023-2024 school year, 4% of 5th grade students met or exceeded standards on CAST Assessment in Science. During the 2023-2024 school year, 2% of 5th grade English Learner students met or exceeded standards on CAST Assessment in Science.	During the 2024-2025 school year, 6% of 5th grade students will meet/exceed standards on the CAST Assessment in Science. During the 2024-2025 school year, 4% of 5th grade English Learner students will meet/exceed standards on the CAST Assessment in Science.
California Dashboard: Science	All Students were no performance color on the 2024 California Dashboard for Science. The ALL students performed 28.9 points below standard. English Learners were no performance color on the 2024 California Dashboard for Science. The EL student group performed 30 points below standard.	The ALL student group will perform 25 points or less below standards on the 2025 CA Dashboard. The EL student group will perform 25 points or less below standards on the 2025 CA Dashboard.
California Dashboard: English Learner Progress Indicator	53.1% (Yellow) made progress towards English language proficiency as demonstrated by the 2024 CA Dashboard.	55% (Green) will be making progress towards English language proficiency as demonstrated by the 2025 CA Dashboard.

Strategies/ActivitiesComplete 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.	All Students	\$0 Central Title I 1900 Other Cert Salaries District Funded ELA TOSA

1.2	* 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. 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, counselortiered approach while considering the whole child. * Use Data Collection Sheets to track individual student progress. * Evaluate intervention effectiveness and instructional strategies for continuous improvement.	\$12,000 Title I 1150 Teacher Sub Subs for MTSS Data Conferences \$2,987 Title I 3000 Benefits Sub Benefits
1.3	Roving subs to release teachers to test primary students 1:1 for BOY MOY EOY Professional Development: Strengthening Instructional Practices through Visible Learning Implement ongoing professional development focused on Visible Learning to strengthen classroom instruction across all content areas. Teachers will engage in collaborative planning and lesson design that emphasizes clear learning intentions, success criteria, and formative assessment practices. This work will build teacher clarity, promote student ownership of learning, and improve overall instructional effectiveness. Professional development will also incorporate the PLC model to support data-driven collaboration, alignment of instructional practices, and continuous improvement through shared inquiry. Peer Observations: A coverage schedule will be developed to allow staff to observe peers across grade levels and disciplines.	\$8,000 Title I 1150 Teacher Sub Certificated Subs for PD \$1,998 Title I 3000 Benefits Benefits for Certificated Subs for PD
1.4	Supplemental Resources to Support Implementation of AVID and Visible Learning Purchase supplemental instructional resources and materials that support the implementation of AVID	\$10,000 Title I 4300 Materials AVID and VL Resources

\$500 strategies and Visible Learning practices across classrooms. These may include organizational Title I tools, student planners, focused note-taking 4328 Warehouse Supplies materials, AVID curriculum supports, Visible Copy Paper \$2,000 Learning reference guides, and anchor charts that promote clarity of learning. Resources will be used Title I to reinforce college and career readiness skills, 5715 Print Shop increase student engagement, and support Duplicating instructional practices aligned with clear learning \$3,000 intentions, success criteria, and formative Title I assessment. 5800 Prof and Operating/Consultants Student Planners 1.5 MTSS (Multi-Tiered System of Supports) All Students \$7,000 Collaboration Title I 1120 Teacher Temp Educators engage in various activities aimed at MTSS Time Card for enhancing student outcomes through a Collaboration comprehensive and coordinated approach to \$1.757 intervention and instruction. Some key activities Title I that may occur during MTSS collaboration time 3000 Benefits Benefits for MTSS Time Card include: for Collaboration Data Review and Analysis: Educators examine student data to identify patterns, trends, and areas of need across academic, behavioral, and socialemotional domains. This analysis informs decisionmaking 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. 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 decisionmaking 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,

	Charging Stations Laptops Student Chromebooks Supplemental Curriculum Supplemental Program Licenses Technology Licenses will support Title 1 schools by providing access to educational software, personalized learning opportunities, digital literacy skills development, equity and access to technology, and support for remote learning. These resources will help enhance teaching and learning experiences,		Tech Licenses to Support Students/MTSS \$4,000 Title I 4475 Technology (\$500- \$9,999) Color Printer
1.8	improve student outcomes and promote educational equity. Supplemental Reading Materials and Teacher Resources to Support MTSS and Core Instruction	All Students	\$8,000 Title I
	Provide students with access to high-interest, leveled supplemental reading materials that reinforce foundational skills, fluency, comprehension, and vocabulary development in alignment with the core ELA curriculum. Materials will be selected to support differentiated instruction across MTSS tiers, addressing the needs of struggling readers, on-level learners, and those requiring enrichment. Additionally, equip teachers with evidence-based instructional resources and programs to target specific reading skill gaps identified through ongoing progress monitoring. Professional development on effective integration of these resources within the MTSS framework will also be provided to maximize student growth.		4200 Books Student Reading Materials (SIPPS Libraries) \$15,000 Title I 4300 Materials SIPPS and Haggerty Materials
1.9	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, experiments, or demonstrations during the trip that complement classroom learning.	All Students	\$15,000 Title I 5872 Field Trips Entrance Fees and Charter Busses \$2,000 Title I 5712 Transportation District Transportation

	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.		
1.10	Professional Development Conferences to Support Core Instruction, MTSS Implementation (Academic, Behavioral, SEL), and Visible Learning	All Students	\$15,806 Title I 5220 Conference Conference Attendance
	Provide opportunities for teachers, interventionists, and site leadership to attend professional development conferences focused on strengthening Tier 1 core instruction and building effective MTSS structures. Conference topics will include evidence-based practices in literacy and math, early intervention strategies, data-driven instruction, and equitable access to standards-aligned curriculum.		
1.11	After-School Academic Intervention Support Provide after-school academic intervention for targeted students who are performing below grade level in English Language Arts and/or Mathematics. Paraprofessionals will deliver small-group, skill-based instruction under the direct supervision and guidance of classroom teachers. Instruction will focus on reteaching priority standards, building foundational skills, and closing achievement gaps.	All Students	\$6,000 Title I 2120 Para Temp After-School Academic Intervention Support Time Cards \$2,368 Title I 3000 Benefits Benefits for Classified Academic Intervention Support Time Cards
1.12	Bilingual Translation and Interpretation for After- Hours Parent Engagement Events	English Learners	\$1,000 Title I 2120 Para Temp

Provide bilingual translation and interpretation services during after-hours school events to ensure that all families can fully participate in important academic and school-related activities. This includes support for parent-teacher conferences, ELAC and SSC meetings, family literacy or math nights, and workshops focused on student learning and well-being. These services will promote equitable access to information, foster meaningful engagement, and strengthen the partnership between school and home.	Bilingual Translation Time Cards \$397 Title I 3000 Benefits Benefits for Bilingual Translation Time Cards

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.

Expected Outcomes

Annual Measurable Outcomes

Metric/Indicator

K-2 DIBELS Assessment	During the 2024-2025 school year, 5% of Kindergarten-2nd grade students will increase their perform at or above grade level on the Middle of the Year (MOY) DIBELS assessment.	During the 2024-2025 school year, 40% of Kindergarten-2nd grade students performed at or above grade level on the Middle of the Year (MOY) DIBELS assessment.
California Dashboard: ELA	All Students will be yellow or above on the 2024 California Dashboard.	All Students performed yellow on the 2024 California Dashboard.
2nd-6th iReady MOY ELA Assessment	During the 2024-2025 school year, 49% 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, 13%% 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, 38% of 3rd-6th grade students will meet or exceed standards on CAASPP/SBAC Assessments in ELA.	During the 2023-2024 school year, 33% 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 performed orange on the 2024 California Dashboard.
K-6th iReady MOY Mathematics Assessment	During the 2024-2025 school year, 26% 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, 15% 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, 30% of 3rd-6th grade students will meet or exceed standards on CAASPP/SBAC Assessments in Mathematics.	During the 2023-2024 school year, 18% of 3rd-6th grade students met/exceeded standards on CAASPP/SBAC Assessments in Mathematics.
California Science Test: CAST	All Students will be yellow on the 2024 California Dashboard.	All Students performed No Performance in Color on the 2024 California Dashboard.

Actual Outcomes

Metric/Indicator

Expected Outcomes

Actual Outcomes

CA Dashboard: English Learner Progress Indicator

50% will be making progress towards English language proficiency as demonstrated by the 2024 CA Dashboard. 53.1% 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.

The implementation of strategies and activities to support academic growth and achievement—particularly in English Language Arts—has shown areas of progress, though opportunities for continued improvement remain. Strategies such as small group instruction, Visible Learning practices (including teacher clarity), targeted interventions, and ongoing professional development have had a positive impact on student outcomes.

English Language Arts:

Analysis of DIBELS, CAASPP, Benchmark, and iReady data shows that while students are not yet mastering grade-level Common Core Standards consistently across all grade levels, there are indicators of improvement:

- * DIBELS data revealed that 40% of K-2 students scored at or above grade level, indicating growth.
- * iReady MOY ELA showed an unexpectedly high gain, reporting 139% of 2nd–6th graders performing at or above grade level, likely due to a reporting or calculation error that should be re-examined.
- * CAASPP ELA scores increased modestly, with 33% of 3rd–6th grade students meeting or exceeding standards, compared to the target of 38%.

These gains suggest that the literacy-focused efforts—including data-informed instruction, collaboration with literacy coaches, and professional learning around best practices—are making a measurable difference in student achievement.

Mathematics:

In contrast, student performance in mathematics continues to be a significant area for growth:

- * CAASPP Math results show only 18% of 3rd-6th graders met or exceeded standards (below the 30% target).
- * iReady MOY Math outcomes revealed only 15% of K–6 students were on or above grade level, compared to the 26% goal.
- * The California Dashboard reported an orange rating for math, confirming that performance remains below expectations.

Science and English Learner Progress:

- * The California Science Test (CAST) had no performance color reported, suggesting a need for improved participation or data collection.
- * English Learner Progress showed 53.1% of students made growth, which is a positive trend and suggests some effectiveness in supports for multilingual learners.

Overall, the implemented strategies have been effective in improving literacy outcomes, supported by collaboration, data-driven instruction, and professional learning. However, math achievement remains an area requiring more intensive focus and support, and efforts must continue to ensure all students are progressing toward grade-level expectations in every content area.

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 budgeted expenditures. The budgeted expenditures align with the planned strategies and activities to support the articulated goal. Moving forward, the school team will continue to closely monitor implementation and outcomes. This ongoing evaluation will help determine if additional funding is needed in future years based on student performance data and whether the identified goals have been met.

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

As a result of the analysis of student performance data and implementation outcomes, refinements will be made to the strategies and metrics associated with this goal to better support academic growth and achievement. While positive gains were observed in English Language Arts, especially in early literacy (as evidenced by DIBELS and CAASPP ELA), student performance in mathematics remains an area of concern across multiple assessments. Therefore, the school will

increase its focus on improving math instruction by enhancing support for Tier 1 instruction, providing more targeted professional development in math, and using data more systematically to guide math interventions.

These updates can be found in the revised Goal 1 section of the SPSA, under:

- * Annual Measurable Outcomes for iReady Math and CAASPP Math,
- * Strategies/Activities to include enhanced data analysis time and targeted math PD,
- * Metrics that reflect a closer alignment to current student performance levels and more incremental growth targets.

The SPSA will continue to be a living document, and the school team will monitor and adjust implementation based on ongoing data analysis and student needs 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.

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

Heritage 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.

Identified Need

A review of the 2024 California Dashboard data identifies chronic absenteeism and suspension rates as areas of concern for specific student groups. While the overall chronic absenteeism rate for all students decreased by 8.8 percentage points to 22.9% (Yellow), significant performance gaps remain:

- * Students with Disabilities experienced the highest chronic absenteeism rate at 40.8% (Red indicator), with an increase of 2.6 points from the previous year.
- * Socioeconomically Disadvantaged, Hispanic, and Asian student groups also showed elevated absenteeism rates (23.4%, 20.9%, and 24.1% respectively), despite overall declines.
- * Several student groups, including African American, Foster Youth, Homeless, and Pacific Islander had populations too small to receive a performance color, limiting full analysis.

Regarding suspension rates:

- * The Students with Disabilities group also showed a disproportionate suspension rate at 4.2% (Yellow), despite a 4.3-point decrease.
- * While the All Students group improved to 2.3% suspended at least one day (Green), disparities persist with Hispanic students at 3.1%.
- * The Asian group demonstrated positive outcomes with a 0% suspension rate (Blue).

Panorama Survey results further indicate a need for improvement in social-emotional areas:

* Self-Efficacy (47%), Challenging Feelings (45%), and Emotional Regulation (49%) were rated lowest among students.

Steps Taken:

* Implementation of tiered supports through PBIS with Tier I and II TFI scores at 90% and Tier III at 100% for 2024-2025.

Ongoing goal of Gold-level PBIS recognition.

* Targeted support for students with disabilities and historically underserved populations through attendance interventions, SEL programs, and strengthened Tier 2/3 systems.

Annual Measurable Outcomes

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

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
CA Dashboard - Chronic Absenteeism	2024 CA Dashboard Absenteeism Indicator: ALL Student Group is Yellow at 22.9% - Which is a decrease of 8.8 points.	2025 CA Dashboard Absenteeism Indicator: Green - Which is a decrease of 12.9 points.
CA Dashboard - Suspension Rate	2024 CA Dashboard Suspension Indicator: ALL Student Group Green- Which is a decrease of 2.9 points.	2025 CA Dashboard Suspension Indicator: Green - Which is a decrease of 1.3 points
Positive Behavioral Interventions and Supports (PBIS) Implementation Fidelity	2024-2025Local Data: Tier 1 TFI Score 90% Tier 2 TIF Score 90% Tier 3 TIF Score 100%	2025-2026 Local Data: Tier 1 TFI Score 95% Tier 2 TIF Score 95% Tier 3 TIF Score 100%
PBIS Recognition	Gold for the 2024-2025 School Year	Gold for the 2025-2026 School Year
Panorama Survey	Challenging Feelings 45% Emotional Regulation 49% Positive Feelings 64% Self-Efficacy 47% Sense of Belonging 69% Social Awareness 66%	Challenging Feelings 50% Emotional Regulation 50% Positive Feelings 70% Self-Efficacy 50% Sense of Belonging 70% Social Awareness 70%

Strategies/ActivitiesComplete 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.	All Students	\$1,500 Title I 1120 Teacher Temp PBIS Collaboration Time Cards \$374 Title I 3000 Benefits Benefits for PBIS Collaboration Time Cards

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. 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 Educational Assemblies to Support the School's Curriculum and PBIS 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.

All Students

\$6,000
Title I
5800 Prof and
Operating/Consultants
Assembly Vendors
\$1,500
Title I
4300 Materials
Award Certificates

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.

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.

Expected Outcomes

Annual Measurable Outcomes

Metric/Indicator

CA Dashboard - Chronic Absenteeism	Green - Which is an decrease of 10% .	All Students Heritage Elementary (Lodi Unified) Declined Significantly by -8.8 to 22.9% (107/467) achieving a Performance Level Color of Yellow
CA Dashboard - Suspension Rate	Green - Which is a decrease of 3%.	All Students Heritage Elementary (Lodi Unified)

Actual Outcomes

Metric/Indicator	Expected Outcomes	Actual Outcomes
		Declined Significantly by -2.9 to 2.3% (11/487) achieving a Performance Level Color of Green
PBIS Recognition	2024-2025 Local Data: PLATINUM Tier 1 TFI Score 90% Tier 2 TIF Score 90% Tier 3 TIF Score 100%	2024-2025 Local Data: GOLD Tier 1 TFI Score 90% Tier 2 TIF Score 90% Tier 2 TIF Score 100%
Panorama Survey	Challenging Feelings 40% Emotional Regulation 40% Positive Feelings 60% Self-Efficacy 40% Sense of Belonging 60% Social Awareness 60% for the 2024-2025 School Year	Challenging Feelings 45% Emotional Regulation 49% Positive Feelings 64% Self-Efficacy 47% Sense of Belonging 69% Social Awareness 66% for the 2024-2025 School Year

Analysis

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

The implementation of the house system and point system this year played a pivotal role in strengthening socialemotional and behavioral supports across campus. These strategies contributed to a more comprehensive and effective system for addressing student needs by promoting positive behavior, enhancing student engagement, and building a sense of belonging.

As a result of these efforts, the school observed improvements in key social-emotional areas measured by the Panorama Survey. Students reported increased rates in emotional regulation (49%), positive feelings (64%), self-efficacy (47%), sense of belonging (69%), and social awareness (66%)—all reflecting higher outcomes than anticipated.

In terms of Dashboard indicators, chronic absenteeism declined significantly by 8.8 percentage points, and the school maintained a performance level of Yellow—approaching the expected Green outcome. The suspension rate also decreased by 2.9 points, achieving the target performance level of Green.

Additionally, the school maintained strong PBIS implementation fidelity, meeting or exceeding targets in all three tiers. While the school did not meet the goal of PLATINUM PBIS recognition, it did earn Gold status, indicating substantial implementation progress and effective schoolwide practices.

These results demonstrate that the strategies implemented this year positively impacted both student behavior and school climate, laying a strong foundation for continued progress in the upcoming year.

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 budgeted expenditures. All planned strategies and activities were carried out as intended, and expenditures aligned with the approved budget to support the articulated goal.

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

Based on the analysis, this goal will be modified to more directly support students struggling with challenging feelings and emotional regulation. While no major changes will be made to the overall structure or budgeted expenditures, the school will continue to strengthen Tier 1 supports, including the house and point systems, to enhance schoolwide consistency in behavioral expectations and foster a more supportive social-emotional environment.

Additional strategies will be incorporated to target emotional regulation and build students' coping skills as part of daily classroom routines and schoolwide initiatives. These refinements are designed to sustain progress in attendance, suspension reduction, and social-emotional learning outcomes.

Updates reflecting these changes can lexpanded focus areas related to SEL s	oe found in the revised SPS upports and Tier 1 behavio	SA under Goal 2—Action Steral systems.	ps and Strategies, with
School Plan for Student Achievement (SPSA)	Page 22 of 31		Heritage Flementary School

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.

To improve outcomes and support the school's turnaround efforts, Heritage Elementary has identified a need to strengthen parent involvement through a more structured and intentional approach. While the school demonstrates strong community values and a culture focused on student learning, the WestEd needs assessment indicates that there is room to enhance how families are engaged in pursuing educational goals (Four Domains Practice 4.3).

CALL survey data reflects that the practice of engaging families scored lower compared to other domains, with an average of 3.23, indicating a need for improvement in two-way communication, inclusion in decision-making, and active collaboration between home and school.

To address this, the school will implement a structured communication plan that fosters:

- * Regular and accessible updates for families
- * Opportunities for meaningful parent-teacher collaboration
- * Increased participation in school activities and shared decision-making processes

Strengthening these practices will help ensure families are informed, empowered, and actively involved in supporting student learning and schoolwide initiatives. These efforts will build on the school's existing community strengths and further align with its culture shift goals outlined in the SPSA.

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
Family Participation Rate in School Events Percentage of families who attend or participate in school-hosted events (e.g., back-to-school night, parent-teacher conferences, workshops, SSC/ELAC meetings).	222 parents participated in ELAC and BTSN	250+ parents will participate in school hosted events
Frequency of Two-Way Communication Between School and Home Number of documented two-way communications (e.g., parent-teacher conferences, messages via ClassDojo, Remind, or phone logs) per semester, per student.	New Metric	At least 80% of students will have two or more documented two-way communications each semester.

Strategies/ActivitiesComplete 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 Events and Home-School Partnerships Throughout the school year, a variety of organized events and activities will be offered to foster strong connections between families and the school community. These include parent-teacher conferences, educational workshops, student-led family engagement events such as multilingual literacy nights and cultural celebrations, ELAC and SSC meetings, and volunteer opportunities. In addition, staff will engage in personal outreach efforts, including phone calls and home visits, to build relationships and offer guidance to families on how to support their child's education. To further strengthen home-school partnerships, we will also collaborate with San Joaquin County Behavioral Health to host Parenting Café events, providing families with additional resources and support.		\$1,156 Title I: Parent Involvement 4300 Materials Materials to Support School- Community Events \$500 Title I: Parent Involvement 4325 Food For Meetings Light Refreshments for advisory committees and home-school partnership events.
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	All students	\$500 Title I: Parent Involvement 5715 Print Shop Printed Fliers

	students' individual needs and achievements to ensure they receive the best support.	
3.3	Parent Volunteer Fingerprinting To promote greater family involvement and ensure student safety, the school will provide fingerprinting services for parent volunteers throughout the year. This support will help streamline the volunteer onboarding process, remove barriers to participati	\$1,500 Title I: Parent Involvement 5800 Prof and Operating/Consultants LiveScan

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.

Expected Outcomes

Annual Measurable Outcomes

Metric/Indicator

Back to School Night Attendance Sheets	300 parents will attend Back to School Night	202 parents attended Back to School Night
ELAC Meeting Attendance Sheets	12 parents will attend 3 or more ELAC meetings.	20 parents attended three ELAC meetings.
Parenting Cafe w/Principal Attendance Sheets	15 parents will attend 2 or more PC/P meetings	We did not host Parenting Cafe w/Principal this school year.

Analysis

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

The overall implementation of the strategies and activities to increase parent engagement was partially effective. While attendance at Back to School Night was strong, with 202 parents participating, it fell short of the goal of 300 parents. ELAC meeting participation exceeded expectations, with 20 parents attending three meetings compared to the goal of 12 parents, demonstrating effective outreach and engagement efforts with our English Learner families. However, the Parenting Café with the Principal was not hosted during the school year, impacting our ability to meet that specific engagement target. Overall, the strategies were effective in some areas but highlight the need for improved planning and consistent execution across all parent engagement opportunities.

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

An update to the SPSA in March allowed for the reallocation of funds to activities that better supported parents and the school community, such as providing fingerprinting services for volunteers. As a result, money originally budgeted for Parenting Café activities was redirected, and funds were spent on initiatives that strengthened overall family engagement and school safety.

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

Based on this analysis, future goals and strategies will be adjusted to ensure that activities are both feasible and aligned with parent and community needs. Metrics will be updated to reflect more realistic attendance targets based on historical data, and activities such as Parenting Café events will be more strategically planned and scheduled earlier in the year. Additionally, flexibility will be built into the SPSA to allow for reallocating funds to high-priority family engagement initiatives as needed, ensuring that resources continue to support meaningful parent and community involvement.

Actual Outcomes

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	\$148,029.00	
Total Funds Budgeted for Strategies to Meet the Goals in the SPSA	\$148,029.00	
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	\$144,373.00
Title I: Parent Involvement	\$3,656.00
rCalc_TotbyFSGrpFederal_50_FundSrc}	\$

Subtotal of additional federal funds included for this school: \$148,029.00

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: \$148,029.00

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	144,373.00
Title I: Parent Involvement	3,656.00

Expenditures by Budget Reference

Budget Reference	
1120 Teacher Temp	
1150 Teacher Sub	
1900 Other Cert Salaries	
2120 Para Temp	
3000 Benefits	
4200 Books	
4300 Materials	
4325 Food For Meetings	
4328 Warehouse Supplies	
4375 Technology (under \$500)	
4475 Technology (\$500-\$9,999)	
5220 Conference	
5712 Transportation	
5715 Print Shop	
5800 Prof and Operating/Consultants	
5872 Field Trips	

Amount
8,500.00
20,000.00
0.00
10,000.00
11,067.00
8,000.00
27,656.00
500.00
500.00
10,000.00
4,000.00
15,806.00
2,000.00
2,500.00
10,500.00
15,000.00

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	8,500.00
1150 Teacher Sub	Title I	20,000.00
2120 Para Temp	Title I	10,000.00
3000 Benefits	Title I	11,067.00
4200 Books	Title I	8,000.00
4300 Materials	Title I	26,500.00
4328 Warehouse Supplies	Title I	500.00
4375 Technology (under \$500)	Title I	10,000.00
4475 Technology (\$500-\$9,999)	Title I	4,000.00
5220 Conference	Title I	15,806.00
5712 Transportation	Title I	2,000.00
5715 Print Shop	Title I	2,000.00
5800 Prof and Operating/Consultants	Title I	9,000.00
5872 Field Trips	Title I	15,000.00
5875 Technology Licenses	Title I	2,000.00
4300 Materials	Title I: Parent Involvement	1,156.00
4325 Food For Meetings	Title I: Parent Involvement	500.00
5715 Print Shop	Title I: Parent Involvement	500.00
5800 Prof and Operating/Consultants	Title I: Parent Involvement	1,500.00

Expenditures by Goal

Goal Number	Total Expenditures
Goal 1	134,999.00
Goal 2	9,374.00

Goal 3 3,656.00

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

Sara Ramos	Parent or Community Member
Karina Griselda Calvario	Parent or Community Member
Yesenia Reyes	Parent or Community Member
Carol Anaya	Parent or Community Member
Sandra Araujo	Parent or Community Member
Alicia Gaytan	Other School Staff
Kayla Kingston Hieb	Classroom Teacher
Lorelei Manassero	Classroom Teacher
Analia Puga	Classroom Teacher
Jamie Moso	Principal

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

James 11 We

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 05/14/25.

Attested:

Principal, Mrs. Jamie Moso on 05/14/2025

SSC Chairperson, Mrs. Lorelei Manassero on 05/14/2025