

# Targeted Support and Improvement (TSI) School Plan for Student Achievement (SPSA)

School Name	County-District-School (CDS) Code	Schoolsite Council (SSC) Approval Date	Local Board Approval Date
Davis Elementary School	39685856042055	May 6, 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 Davis Elementary School for meeting ESSA's planning requirements for Targeted Support and Improvement (TSI) 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.

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# Plan Description

Briefly describe your school's plan for effectively meeting the ESSA's planning requirements for Targeted Support and Improvement (TSI) 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 Davis 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 23 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:

Areas Needing Significant Improvement:

1. English Language Arts (Red Overall Performance)
  - All Students scored 77.2 points below standard (Red)?
2. Mathematics (Red Overall Performance)
  - All Students scored 98.6 points below standard

Steps taken to address academics (English Language Arts & Mathematics):

Instructional Improvement:

- Teachers are working on using more challenging, evidence-based lessons to help students do better in school.
- The school is making sure lessons match what students are expected to learn for their grade level.

Setting Clear Expectations:

- School leaders are working on setting clear goals for teachers and staff to improve instruction.
- Leaders are also putting more focus on classroom visits and teacher evaluations to make sure good practices are happening across the school.

Family and Community Engagement:

- Davis Elementary is continuing to strengthen relationships with families and encourage them to take part in school activities.

Professional Development:

- Teachers are getting more training focused on using challenging lessons, teaching to standards, and helping students stay engaged.

Using Data to Drive Improvement:

- Teachers and leaders are using student data more to plan lessons and check if supports and teaching strategies are helping students.

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.

After reviewing the available data, it was found that at Davis Elementary School, English Learners (Red), Students with Disabilities (Red), and Asian (Red) students performed two performance levels lower than the "All Students" group (Yellow), according to the 2024 Chronic Absenteeism Rate indicator on the CA Dashboard. Additionally, Students with Disabilities (Red) also performed two performance levels below the "All Students" group (Yellow) based on the 2024 Suspension Rate indicator from the CA Dashboard.

Chronic Absenteeism (Yellow Overall Performance)

- All Students: 34.7% chronically absent (Yellow)

Significant gaps:

- Asian Students: 38.1% (Red).
- Students with Disabilities: 37.7% (Red).

Suspension Rate (Yellow Overall Performance)

- All Students: 7.6% suspended at least once (Yellow)

Significant gaps:

- Students with Disabilities: 22.2% suspended (Red)

Steps taken to address significant gaps:

- To address these areas, Davis Elementary is working to strengthen rigorous, evidence-based instruction, clearly define teacher performance expectations, provide targeted professional development, and use student data to drive instruction and interventions. The school is also expanding family engagement efforts to support student learning and attendance.

# 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), Davis 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 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 K-2 DIBELS, iReady Reading and Math MOY diagnostic data, STAR Reading Inventory Assessment, and the 2024 California Dashboard in English Language Arts, Math, and English Learner Progress Indicator (ELPI). In addition, we have identified notable performance gaps among the English Learner subgroup on the CA Dashboard.

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	<p>During the 2024-2025 school year, 33% of Kindergarten-2nd grade students performed at or above grade level on the Middle of the Year (MOY) DIBELS assessment.</p> <p>During the 2024-2025 school year, 19% of English Learner Kindergarten-2nd grade students performed at or above grade level on the Middle of the Year (MOY) DIBELS assessment.</p>	<p>During the 2025-2026 school year, 38% of Kindergarten-2nd grade students will perform at or above grade level on the Middle of the Year ((MOY) DIBELS assessment.</p> <p>During the 2025-2026 school year, 24% of Kindergarten-2nd grade English Learner students will perform at or above grade level on the Middle of the Year ((MOY) DIBELS assessment.</p>
California Dashboard: ELA	<p>All Students were Red on the 2024 California Dashboard. This was 77.2 points below standard.</p> <p>English Learners were Red on the 2024 California Dashboard. This was 91.6 points below standard.</p>	<p>All Students will perform Orange and at 72.2 points or less below standard on the 2025 California Dashboard.</p> <p>English Learner Students will perform Orange and at 85.6 or less points below standard on the 2025 California Dashboard.</p>
3rd-6th Grade CAASPP English Language Arts	<p>During the 2023-2024 school year, 20% of 3rd-6th grade students met or exceeded standards on CAASPP/SBAC Assessments in ELA.</p>	<p>During the 2024-2025 school year, 25% of 3rd-6th grade students will meet/exceed standards on CAASPP/SBAC Assessments in ELA.</p>

	During the 2023-2024 school year, 7% of 3rd-6th grade English Learner students met or exceeded standards on CAASPP/SBAC Assessments in ELA.	During the 2024-2025 school year, 12% of 3rd-6th grade English Learner students will meet/exceed standards on CAASPP/SBAC Assessments in ELA.
2nd-6th iReady MOY ELA Assessment	<p>During the 2024-2025 school year, 25% of 2nd-6th grade students performed at or above on the Middle of the Year (MOY) iReady Universal Screener in ELA.</p> <p>During the 2024-2025 school year, 17% of 2nd-6th grade English Learner students performed at or above on the Middle of the Year (MOY) iReady Universal Screener in ELA.</p>	<p>During the 2025-2026 school year, 30% of 2nd-6th grade students will perform at or above on the Middle of the Year (MOY) iReady Universal Screener in ELA.</p> <p>During the 2025-2026 school year, 22% of 2nd-6th grade English Learner students will perform at or above on the Middle of the Year (MOY) iReady Universal Screener in ELA.</p>
3rd-6th Grade CAASPP Mathematics	<p>During the 2023-2024 school year, 13.79% of 3rd-6th grade students met or exceeded standards on CAASPP/SBAC Assessments in Mathematics.</p> <p>During the 2023-2024 school year, 8% of 3rd-6th grade English Learner students met or exceeded standards on CAASPP/SBAC Assessments in Mathematics.</p>	<p>During the 2024-2025 school year, 19% of 3rd-6th grade students will meet/exceed standards on CAASPP/SBAC Assessments in Mathematics.</p> <p>During the 2024-2025 school year, 13% of 3rd-6th grade English Learner students will meet/exceed standards on CAASPP/SBAC Assessments in Mathematics.</p>
K-6 iReady MOY Mathematics Assessment	<p>During the 2024-2025 school year, 12% of K-6th grade students performed at or above on the Middle of the Year (MOY) iReady Universal Screener in Mathematics.</p> <p>During the 2024-2025 school year, 8% of K-6th grade English Learner students performed at or above on the Middle of the Year (MOY) iReady Universal Screener in Mathematics.</p>	<p>During the 2025-2026 school year, 17% of K-6th grade students will perform at or above on the Middle of the Year (MOY) iReady Universal Screener in Mathematics.</p> <p>During the 2025-2026 school year, 13% of K-6th grade English Learner students will perform at or above on the Middle of the Year (MOY) iReady Universal Screener in Mathematics.</p>
California Dashboard: Mathematics	<p>All Students were Red on the 2024 California Dashboard for Mathematics. This was 98.6 points below standard.</p> <p>English Learners were Red on the 2024 California Dashboard for Mathematics. This was 110 points below standard.</p>	<p>All Students will perform Orange and at 93.6 points or less below standard on the 2025 California Dashboard for Mathematics.</p> <p>English Learners will perform Orange and at 105 points or less below standard on the 2025 California Dashboard for Mathematics.</p>
5th Grade California Science Test CAST	<p>During the 2023-2024 school year, 15.38% of 5th grade students met or exceeded standards on CAST Assessment in Science.</p> <p>During the 2023-2024 school year, 0% of 5th grade English Learner students</p>	<p>During the 2024-2025 school year, 20% of 5th grade students will meet/exceed standards on the CAST Assessment in Science.</p> <p>During the 2024-2025 school year, 5% of 5th grade English Learner students</p>

	met or exceeded standards on CAST Assessment in Science.	will meet/exceed standards on the CAST Assessment in Science.
California Dashboard: Science	All Students: No Performance Color in 2024. This was 18.4 points below standard.  English Learners: No Performance Color in 2024.. This was 17.8 points below standard.	All Students will perform Green and at 13.4 points below standard on the 2025 California Dashboard for Science.  English Learners will perform Green and at 12.8 points or less below standard on the 2025 California Dashboard for Science.
California Dashboard: English Learner Progress Indicator	52% made progress towards English language proficiency as demonstrated by the 2024 CA Dashboard.	57% will be making progress towards English language proficiency as demonstrated by the 2025 CA Dashboard.

## 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	<p>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.</p> <p>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</p> <p>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.</p> <p>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.</p>	Grades K-3	\$ Central Title I 1900 Other Cert Salaries District Funded ELA TOSA
1.2	MTSS Data Conferences and Analysis	All Students	\$7500

	<p>Provide release time for teachers to:</p> <ul style="list-style-type: none"> <li>* Analyze universal screeners and state/local data to identify trends and areas for improvement.</li> <li>* Collaborate, plan, and respond with best practices.</li> <li>* Foster collaboration among teachers to develop targeted intervention strategies.</li> <li>* Tailor instructional practices based on data insights to address diverse student needs.</li> <li>* Include specialists such as speech therapists, resource specialists, intervention teachers, counselor-tiered approach while considering the whole child.</li> <li>* Use Data Collection Sheets to track individual student progress.</li> <li>* Evaluate intervention effectiveness and instructional strategies for continuous improvement.</li> </ul>		<p>Title I 1150 Teacher Sub Subs for MTSS Data Conferences \$1870 Title I 3000 Benefits Sub Benefits</p>
1.3	<p>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.</p> <p>District ELA/Math/Science/SS Initiative Professional Developments Include:</p> <ul style="list-style-type: none"> <li>* Visible Learning/Clarity</li> <li>* AVID</li> </ul> <p>Site ELA/Math/Science/SS Based Initiative Professional Developments Include:</p> <ul style="list-style-type: none"> <li>*Professional Learning Communities</li> <li>*Ron Clark Academy</li> <li>*SIPPS</li> </ul>	All Students	<p>\$20000 Title I 5220 Conference Provide conference opportunities for teachers and staff. \$2391 Title I 4200 Books Purchase professional development books to support ongoing learning</p>
1.4	<p>Supplemental Materials and Resources: Books, Duplicating, Software Licenses, AVID Supplies</p> <p>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.</p> <p>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.</p>	All Students	<p>\$12005 Title I 4300 Materials List AVID Supplies: Binders Dividers Pencil Boxes Notebooks Journals Planners Whiteboards/Markers Organizational Materials</p> <p>\$7000 Title I 4200 Books Provide supplemental books for leveled reading \$2500 Title I 4200 Books Purchase subscription to Scholastic News to provide</p>

			access to high-engagement articles and lesson plans
1.5	<p>MTSS (Multi-Tiered System of Supports) Collaboration</p> <p>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:</p> <ul style="list-style-type: none"> <li>• <b>Data Review and Analysis:</b> 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.</li> <li>• <b>Progress Monitoring:</b> Teams review progress monitoring data to assess the effectiveness of current interventions and determine if adjustments are needed to support student growth.</li> <li>• <b>Problem-Solving Discussions:</b> 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.</li> <li>• <b>Curriculum Planning and Differentiation:</b> Teams collaborate to align curriculum with intervention goals, ensuring that instruction is differentiated to meet the diverse needs of students across tiers of support.</li> <li>• <b>Professional Learning and Development:</b> Educators participate in professional development sessions focused on evidence-based practices, intervention strategies, and data-driven decision-making within the MTSS framework.</li> <li>• <b>Parent and Community Engagement Planning:</b> Teams discuss strategies for involving parents and community stakeholders in supporting student success within the MTSS model, including communication strategies and outreach efforts.</li> <li>• <b>Implementation Review and Reflection:</b> Educators reflect on the implementation of interventions, sharing successes and challenges, and refining strategies</li> </ul>	All Students	<p>\$7500</p> <p>Title I</p> <p>1150 Teacher Sub</p> <p>Provide subs for teachers to attend District/Site Professional Development and Cohort Meetings</p> <p>\$1875</p> <p>Title I</p> <p>3000 Benefits</p> <p>Sub Benefits</p> <p>\$5000</p> <p>Title I</p> <p>1120 Teacher Temp</p> <p>Provide timecards for teachers to collaborate on MTSS data conferencing and analysis, engage in Professional Learning Communities</p> <p>\$1251</p> <p>Title I</p> <p>3000 Benefits</p> <p>Teacher benefits</p>

	<p>based on ongoing feedback and evaluation.</p> <ul style="list-style-type: none"> <li>• 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.</li> <li>• 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.</li> <li>• Documentation and Record-Keeping: Educators maintain detailed documentation of interventions, progress monitoring data, and outcomes to ensure accountability and inform future decision-making.</li> </ul> <p>(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.)</p>		
1.6	<p>ELD instruction Ensure that students are provided 30 minutes of designated EL instruction on a consistent basis.</p>	English Learners	
1.7	<p>Instructional Support District ELD Coaches will provide support to classrooms teachers of EL Students.</p>	English Learners	
1.8	<p>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.</p>	English Learners	
1.9	<p>Educational Assemblies to support the school's curriculum and culture.</p> <p>The assemblies should include one or more of the following components.</p> <p>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.</p> <p>Community Building: Assemblies bring students, teachers, and sometimes parents together in a</p>	All Students	<p>\$0</p> <p>See SEL 1.2 for funding allocation</p>

	<p>shared learning experience. They contribute to a sense of community within the school and promote positive relationships among attendees.</p> <p>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.</p> <p>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.</p> <p>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.</p> <p>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.</p> <p>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.</p>		
<p><b>1.10</b></p>	<p><b>Study Trips Supplementing Grade-Level Core Curriculum:</b></p> <p>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:</p> <p><b>Pre-Trip Preparation:</b> Educators plan and prepare students for the study trip by aligning the objectives with grade-level core curriculum standards.</p> <p><b>Curriculum Integration:</b> Study trips will be carefully designed to integrate with the core curriculum of each grade level.</p> <p><b>Hands-On Learning Experiences:</b> Students will engage in hands-on activities, experiments, or demonstrations during the trip that complement classroom learning.</p> <p><b>Guided Exploration:</b> Educators will facilitate guided exploration of the study trip location, pointing out</p>	<p>All Students</p>	<p>\$22210 Title I 5872 Field Trips Provide study trip opportunities for students to connect and extend their learning.</p>

	<p>relevant connections to classroom topics and encouraging students to make observations and ask questions.</p> <p>Interdisciplinary Connections: Study trips may incorporate interdisciplinary connections by exploring how different subject areas intersect in real-life settings.</p> <p>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.</p> <p>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.</p> <p>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.</p>		
<p><b>1.11</b></p>	<p>District Math TOSA will play a pivotal role in advancing math initiatives for K-6, 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 mathematical strategies. Serving as an intervention teacher and resource, the Math TOSA will enhance math instruction to improve educational outcomes for K-6 students. The Math TOSA will provide targeted, Tier 2 supplemental math instruction to identified students in grades 3–6 using a data-driven and collaborative approach. Support will primarily be delivered using a push-in model during core instruction times, supplemented with small-group intervention as needed.</p> <p>Math TOSA Organizational Consistencies:</p> <ul style="list-style-type: none"> <li>• Primarily support grades 3-6</li> <li>• Select two grade levels to provide targeted support</li> <li>• Tiered support in two ways-</li> <li>• Push-in support to students within targeted grade level that are performing within the yellow/red band on (explore/refine days)</li> <li>• Pull-out support only for students in the Low Performing/Low Growth (red) band</li> <li>• Minimum 20 minutes/2 days weekly</li> <li>• Attend &amp; participate in all data conferences for grades 3-6</li> <li>• Attend &amp; participate in all SSTs for students who are receiving intervention support from the TOSA.</li> </ul>	<p>Grades 3-6 Students</p>	<p>\$ Central Title I 1900 Other Cert Salaries</p>

<p>Modeling Lessons and Small Group Instruction:</p> <ul style="list-style-type: none"> <li>* Available to model or co-teach iReady or problem-solving lessons.</li> <li>* Support teachers in delivering effective lessons.</li> <li>* Provide flexible, short-term small group instruction</li> </ul> <p>Collaboration/Scheduling/Planning:</p> <ul style="list-style-type: none"> <li>* Work with site administrators to give input on professional development based on needs.</li> <li>* Work with the site principal to develop schedules for interventions, math support visits, and data conferences.</li> <li>* Maintain consistent communication and interaction with administrators.</li> </ul> <p>Assessment Support:</p> <ul style="list-style-type: none"> <li>* Assist in iReady testing as needed.</li> <li>* Progress monitors own intervention students every 3 to 6 weeks.</li> <li>* Provide assistance to teachers with testing timelines.</li> </ul>	
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# 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
K-2 DIBELS Assessment	During the 2024-2025 school year, 37% of Kindergarten-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, 33% 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 Orange on the 2024 California Dashboard.	All Students performed Red on the 2024 California Dashboard.
3rd-6th iReady MOY ELA Assessment	During the 2024-2025 school year, 28% 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, 25% 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	A goal for this indicator was not established for the 2024/25 SPSA.	During the 2023-2024 school year, 20% of 3rd-6th grade students met/exceeded standards on CAASPP/SBAC Assessments in ELA.
CA Dashboard: Mathematics	All Students will be Orange on the 2024 California Dashboard.	All Students performed Red on the 2024 California Dashboard.
K-6th iReady MOY Mathematics Assessment	During the 2024-2025 school year, 20% of Kinder-6th grade students will perform at or above on the Middle of	During the 2024-2025 school year, 12% of Kinder-6th grade students performed at or above on the Middle

Metric/Indicator	Expected Outcomes	Actual Outcomes
	the Year (MOY) iReady Universal Screener in Mathematics.	of the Year (MOY) iReady Universal Screener in Mathematics.
3rd- 6th Grade CAASPP Mathematics	During the 2023-2024 school year, 13% of 3rd-6th grade students will meet or exceed standards on CAASPP/SBAC Assessments in Mathematics.	During the 2023-2024 school year, 13% of 3rd-6th grade students met/exceeded standards on CAASPP/SBAC Assessments in Mathematics.
California Science Test: CAST	A goal for this indicator was not established for the 2024/25 SPSA.	No performance color was provided on the 2024 California Dashboard.
CA Dashboard: English Learner Progress Indicator	48.6% will be making progress towards English language proficiency as demonstrated by the 2024 CA Dashboard.	52% 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 English/Language Arts, Mathematics, Science, and English Learner Progress goals were to be attained through curriculum implementation, intervention and engagement strategies, and professional development.

### ENGLISH LANGUAGE ARTS:

The overall implementation and effectiveness of the strategies/activities to achieve the articulated goals in English Language Arts was partially met. Following the Multi-Tiered System of Support, (MTSS), our staff used common and reliable data to provide academic and social emotional instruction to meet the learning needs of our diverse student population. Davis Elementary School did not meet or exceed the articulated goal of 5% growth on some of the universal measures for English Language Arts.

#### Indicators:

- \* K-2nd DIBELS Benchmark - Goal Not Met.
- \* 3rd - 6th Grade ELA iReady Universal Screener - Goal Not Met
- \* 3rd - 6th Grade CAASPP English Language Arts - Baseline of 20% established
- \* 2024 California Dashboard: ELA - Goal Not Met

Overall student proficiency increased by 1% schoolwide on the DIBELS K-2 Benchmark Assessment from 32% to 33% (MOY 2023-24 to MOY 2024-25). The large gains in Kindergarten and 1st Grade can be attributed to consistent SIPPS instruction, both in the classroom as well as targeted groups supported by our ELA TOSA. A year-long vacancy in 2nd Grade, as well as a long-term substitute, has impacted growth in the grade level.

- \*Kindergarten +11%
- \*1st Grade +7%
- \*2nd Grade -10%

3rd - 6th Grade ELA iReady Universal Screener - Schoolwide we saw a 3% increase on the iReady ELA universal screener from 22% to 25% (MOY 2023-24 to MOY 2024-25), but the students did not meet the articulated 5% increase. Implementation of differentiated instruction in the general education classroom was not consistent throughout the grades.

- \*3rd Grade +8%
- \*4th Grade +8%
- \*5th Grade -15%
- \*6th Grade +13%

3rd - 6th Grade CAASPP English Language Arts - There was an increase of 1.87% from 18.13% to 20% in the number of students who met/exceeded standards from 2022-23 to 2023-24.

- \*3rd Grade +13%
- \*4th Grade -3.9%
- \*5th Grade -1.75%
- \*6th Grade +3.45%

On the California Dashboard, Davis Elementary School remained in the Red band for ELA.

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**MATH:**

The overall implementation and effectiveness of the strategies/activities to achieve the articulated goals in Math was partially met. Following the Multi-Tiered System of Support, (MTSS), our staff used common and reliable data to provide academic and social emotional instruction to meet the learning needs of our diverse student population. Davis Elementary School did not meet or exceed the articulated goal of 5% growth on some of the universal measures for Math.

**Indicators:**

- \* Kindergarten - 6th Grade Math iReady Universal Screener - Goal Not Met
- \* 3rd - 6th Grade CAASPP Math - Goal Met
- \* California Dashboard - Goal Not Met

Kindergarten - 6th Grade Math iReady Universal Screener - Schoolwide we saw a 3% decrease on the iReady Math universal screener from from 15% to 12%. Strong implementation of the iReady curriculum in the general education classroom was not consistent throughout the grades.

- \*Kindergarten -3%
- \*1st Grade +7%
- \*2nd Grade -9%
- \*3rd Grade -6%
- \*4th Grade +18%
- \*5th Grade -15%
- \*6th Grade -12%

3rd - 6th Grade CAASPP Math - There was an increase of 5.5% from 8.29% to 13.79% in the number of students who met/exceeded standards from 2022-23 to 2023-24.

- \*3rd Grade +16.79%
- \*4th Grade +3.28%
- \*5th Grade -2.72%
- \*6th Grade +3.68%

On the California Dashboard, Davis Elementary School remained in the Red band for Math.

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**ENGLISH LANGUAGE LEARNERS:**

The overall implementation and effectiveness of the strategies/activities to achieve the articulated goals in English Language Learners was partially met. Following the Multi-Tiered System of Support, (MTSS), our staff used common and reliable data to provide academic and social emotional instruction to meet the learning needs of our diverse student population. Davis Elementary School did not meet or exceed the articulated goal of 5% growth on some of the universal measures for English Language Learners.

**Indicators:**

- \* California Dashboard English Learner Progress Indicator - Goal Met
- \* K-2nd DIBELS Benchmark - Goal Not Met.

ELPI - In 2024, 52% of current English learner (EL) students made progress towards English language proficiency and/or maintaining the highest level. This is an increase of 13.4% from the 2023 California Dashboard, moving from the Red to the Green performance band.

K-2nd DIBELS Benchmark - Middle of Year (MOY) data indicates that 19% of K-2 English Learner students were proficient on 2024/25 DIBELS MOY assessment, an increase of 2% over previous MOY results from 2023/24.

Davis Elementary implemented a multifaceted approach to support student achievement in English Language Arts (ELA), Mathematics, and English Learner (EL) Progress. Key strategies included the integration of a District ELA Teacher on Special Assignment (TOSA) to support early literacy development in grades K–3, along with the implementation of Multi-Tiered System of Supports (MTSS) Data Conferences to monitor student progress and inform instruction. Staff engaged in targeted professional development focused on MTSS practices, data analysis, and differentiated instruction. The school also invested in supplemental instructional materials and resources aligned with

academic standards, and facilitated study trips that connected classroom learning to real-world experiences—particularly enhancing engagement and content understanding in ELA and Math.

Although all goals were not fully met during this cycle, Davis Elementary demonstrated measurable progress across several key indicators, most notably in English Learner Progress. The data reflects a positive trajectory in student outcomes, indicating that the implemented strategies are having a meaningful impact. These results affirm the school's continued commitment to instructional improvement, equity, and student growth. Moving forward, Davis Elementary will refine and build upon these strategies to ensure sustained progress and to close achievement gaps across all student groups.

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

The threshold for Davis Elementary is \$5000.

While a before-school intervention program was initially planned as part of the strategy to support student learning, it was not implemented due to a lack of available personnel. As a result, the allocated funding for that initiative was redirected toward other strategies that could be more effectively deployed within the existing staffing structure, including funding for Professional Development. These adjustments allowed the school to maintain a focus on student outcomes while responding flexibly to staffing limitations. Although not all performance targets were met, the school experienced measurable growth, most notably in English Learner Progress—indicating that the reallocated resources and implemented strategies contributed to positive academic trends. Davis Elementary remains committed to refining its approach and ensuring that all students receive the support necessary to thrive.

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.

Looking ahead, Davis Elementary will continue to implement the strategies that have shown promise in supporting student achievement. The school will maintain its focus on early literacy through the support of the District ELA TOSA, ongoing MTSS Data Conferences, and targeted professional development for staff. Additionally, the school will focus on math intervention through the support of a District MATH TOSA. Supplemental materials, experiential learning opportunities through study trips, and data-informed instructional practices will remain central to the school's approach. By building on the progress made and sustaining these proven strategies, Davis Elementary aims to further accelerate student growth across all academic areas, with continued emphasis on supporting English Learners and closing achievement gaps.

# 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

Davis Elementary School 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 [name orange and red student groups within this indicator] 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 Chronic Absenteeism Indicator: ALL Student Group (Yellow). Which is a decrease of 3.3%.	2025 CA Dashboard Chronic Absenteeism Indicator: (Yellow), with an 8.2% reduction in the percentage of students identified as chronically absent.
CA Dashboard - Suspension Rate	2024 CA Dashboard Suspension Indicator: All Student Group is rated Yellow, with a 7.6% suspension rate, reflecting a 2.7% decrease from the previous year.	2025 CA Dashboard Suspension Indicator: Rated Green, indicating a 4.6% decrease in the suspension rate compared to the previous year.
Positive Behavioral Interventions and Supports (PBIS) Implementation Fidelity	2024-2025 Local Data: Tier 1 TFI Score 87% Tier 2 TIF Score 92% Tier 2 TIF Score 76%	2025-2026 Local Data: Tier 1 TFI Score 92% Tier 2 TIF Score 97% Tier 2 TIF Score 81%
PBIS Recognition	Platinum for the 2024-2025 School Year	Platinum for the 2025-2026 School Year
Panorama Survey	2024-25 Panorama Survey: 56% of Grade 3-5 students reported a Sense	2025-26 Panorama Survey: 61% of Grade 3-5 students will report a Sense

	of Belonging, reflecting a 6% decrease from 2023-24. 50% of Grade 3-5 students reported a Sense of Social Awareness, reflecting a 10% decrease from 2023-24.	of Belonging, reflecting a 5% increase from 2024-25. 55% of Grade 3-5 students will report a Sense of Social Awareness, reflecting a 5% increase from 2024-25.
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### 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	<p>Positive Behavioral Intervention and Supports Collaboration</p> <p>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:</p> <p>Leadership and Coordination:</p> <ul style="list-style-type: none"> <li>• Lead the implementation of PBIS within the school.</li> <li>• Coordinate efforts across the school community including administrators, teachers, staff, students, and families.</li> <li>• Facilitate regular team meetings to plan, monitor, and adjust PBIS initiatives.</li> </ul> <p>Data Collection and Analysis:</p> <ul style="list-style-type: none"> <li>• Collect and analyze behavior data to identify trends and areas of concern.</li> <li>• Use data to make informed decisions about interventions and supports.</li> <li>• Monitor the effectiveness of PBIS strategies and interventions over time.</li> </ul> <p>Developing and Implementing PBIS Systems:</p> <ul style="list-style-type: none"> <li>• Establish clear behavioral expectations (behavioral matrix) for all areas of the school.</li> <li>• Develop and implement a tiered system of supports (universal, targeted, intensive) based on student needs.</li> <li>• Design and implement proactive strategies to prevent challenging behaviors.</li> </ul> <p>Training and Professional Development:</p> <ul style="list-style-type: none"> <li>• Provide training to staff on PBIS principles, strategies, and practices.</li> <li>• Support staff in implementing PBIS strategies in their classrooms and across the school environment.</li> <li>• Collaborate with outside experts and resources to improve staff training.</li> </ul> <p>Supporting Staff and Students:</p>	All	<p>\$0 Title I</p> <p>See Academic Growth and Achievement 1.5 for Funding Allocation</p>

	<ul style="list-style-type: none"> <li>• Offer guidance and resources to teachers and staff for implementing behavior interventions.</li> <li>• Provide direct support and guidance to students who require additional behavioral support.</li> <li>• Foster a positive and inclusive school culture through PBIS initiatives.</li> </ul> <p>Family and Community Engagement:</p> <ul style="list-style-type: none"> <li>• Involve families in PBIS activities and initiatives.</li> <li>• Communicate PBIS principles and expectations to families and gather their input and support.</li> <li>• Collaborate with community organizations</li> <li>• Evaluation and Continuous Improvement:</li> <li>• Regularly evaluate the effectiveness of PBIS practices and interventions.</li> <li>• Use evaluation findings to make data-driven decisions and improvements to the PBIS framework.</li> <li>• Ensure ongoing fidelity and sustainability of PBIS implementation.</li> </ul> <p>(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.)</p>		
<p><b>2.2</b></p>	<p>Assemblies to support the school's curriculum and culture.</p> <p>The assemblies should include one or more of the following components:</p> <ul style="list-style-type: none"> <li>• 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.</li> <li>• 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.</li> <li>• Inspiration and Motivation: Guest speakers at assemblies can inspire students by sharing personal stories of success, perseverance, or overcoming challenges. Such stories can motivate</li> </ul>	<p>All</p>	<p>\$8200 Title I 5800 Prof and Operating/Consultants Provide assemblies to connect classroom lessons to real-world applications</p>

	<p>students to work harder, set goals, and pursue their dreams.</p> <ul style="list-style-type: none"> <li>• 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.</li> <li>• 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.</li> <li>• 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.</li> <li>• 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.</li> </ul>		
<b>2.3</b>	Provide additional mental health support services focused on Tier 1 and Tier 2 interventions for general education students, aimed at proactively addressing students' social-emotional learning (SEL) needs.	All	\$2000 Title I 2230 MHT Time Card Provide timecard for Mental Health Clinician to support General Education SEL needs \$790 Title I 3000 Benefits Benefits for MHC
<b>2.4</b>	Effective Implementation of Ron Clark Academy to build positive relationships and connections to school through use of RCA House App.	All	\$1800 Title I 4475 Technology (\$500-\$9,999) RCA House Point App

## 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	Green/30% Chronically Absent, which is a decrease of 7.9% from 2023 CADashboard.	2024 CA Dashboard Chronic Absenteeism Indicator: ALL Student Group (Yellow). Which is a decrease of 3.3%.
CA Dashboard - Suspension Rate	Orange/7% Suspended at least one day, which is a decrease of 3.3% from 2023 CA Dashboard.	2024 CA Dashboard Suspension Indicator: All Student Group is rated Yellow, with a 7.6% suspension rate, reflecting a 2.7% decrease from the previous year.
PBIS Recognition	2024-2025 Local Data: Tier 1 TFI Score 85% Tier 2 TIF Score 100% Tier 2 TIF Score 100%	2024-2025 Local Data: Tier 1 TFI Score 87% Tier 2 TIF Score 92% Tier 2 TIF Score 76%
Panorama Survey	2024-25 Panorama Survey: 67% of Grade 3-5 students will report a Sense of Belonging, a 5% increase from 2023-24. 60% of Grade 3-5 students will report a Sense of Social Awareness, a 5% increase from 2023-24.	2024-25 Panorama Survey: 56% of Grade 3-5 students reported a Sense of Belonging, a 6% decrease from 2023-24. 50% of Grade 3-5 students reported a Sense of Social Awareness, a 10% decrease from 2023-24.

**Analysis**

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

The Social-Emotional Behavioral goals were to be attained through curriculum implementation, intervention and engagement strategies, professional development, and Academic Conferences.

In Social-Emotional Behavioral, Davis Elementary's overall implementation of strategies or activities was not successful at this reporting time period (Middle of Year/MOY) because Davis Elementary has only partially met all of the articulated goals.

In 2024-25, we maintained a proactive approach to implementing Positive Behavioral Interventions and Supports (PBIS), providing tiered interventions tailored to student needs. As a result, the percentage of Chronically Absent students declined by 3.3%, from 37.9% on the 2023 CA Dashboard to 34.7% on the 2024 CA Dashboard, though the school remained within the Yellow performance band. At Davis Elementary, the Suspension Rate dropped by 2.7%, from 10.3% in 2023 to 7.6% in 2024, moving the school from the Red to the Yellow band. While this marks meaningful progress, the rate remains slightly above the 7% Suspension Rate target. Davis Elementary has once again applied for Platinum PBIS Recognition, however our TFI scores have reflected an overall decline. Additionally, Panorama Survey results indicate a decline in the Sense of Belonging and Sense of Social Awareness.

**Universal Measures:**

- \* California Dashboard Chronic Absenteeism - Goal not met.
- \* California Dashboard Suspensions - Goal partially met.
- \* PBIS Recognition - Goal partially met.
- \* Panorama Survey - Goal not met.

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

At Davis, we set a threshold of \$5,000 for material differences. For the Social Emotional Behavioral Goal, there were not any actions/services that exceeded the material difference threshold.

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.

Following a thorough analysis, Davis Elementary will continue to implement the strategies outlined in the current plan. Beginning in 2025–26, additional actions and services will be introduced, including enhanced Mental Health Clinician support for PBIS—previously funded through CSI—as well as the adoption of the Ron Clark Academy House App. This app will be used to strengthen communication between the school and families and to monitor student academic progress and behavior more effectively.

# 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.

Identified Area Needing Improvement: Stakeholder Input and Engagement in Educational Goals: While Davis Elementary has created a welcoming school climate where families feel acknowledged and supported, the Comprehensive Needs Assessment highlights that there is a gap in family engagement in shaping schoolwide decisions and educational goals. To strengthen parent involvement, Davis Elementary will continue to work on establishing more structured opportunities for families to provide input on school priorities, participate in decision-making teams such as SSC and ELAC, and help to participate in the creating of strategies to improve academic achievement.

### 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
Sign-in sheets for Back to School Night	In 2024-25, 56.6% of families attended Back to School Night.	In 2025-26, 62% of families will attend Back to School Night.
Sign-in sheets for Parent/Teacher Conferences	In 2024-25, 89.3% of families attended Parent/Teacher Conferences.	In 2025-26, 94% of families will attend Parent/Teacher Conferences.
Online Data Confirmation	In 2024-25, 60.5% of families completed the Online Data Confirmation.	In 2025-26, 65% of families will complete the Online Data Confirmation.
S'more Parent Newsletter	In 2024-25, no baseline was established.	In 2025-26, there will be an average of 400 views per S'more Parent Newsletter.

### 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	All Students	\$500 Title I: Parent Involvement

	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.		4325 Food For Meetings Provide light refreshments for meetings \$900 Title I: Parent Involvement 2120 Para Temp Provide Para Timecard for Parent Events \$355 Title I: Parent Involvement 3000 Benefits Para Benefits
<b>3.2</b>	<p>Communication</p> <p>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.</p>	All Students	\$ Title I: Parent Involvement
<b>3.3</b>	<p>Increase meaningful parent involvement of English Learner (EL) families by fostering relationships, reducing barriers, and providing culturally and linguistically inclusive opportunities.</p> <ul style="list-style-type: none"> <li>• 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.</li> <li>• "Parent Cafés" &amp; 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.</li> <li>• Parent Leadership &amp; 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.</li> <li>• Flexible Volunteering Opportunities – Create accessible volunteer roles that accommodate different schedules, skill sets, and language abilities to encourage participation.</li> </ul>	English Learner	\$376 Title I: Parent Involvement 4300 Materials Provide materials to distribute to families \$500 Title I: Parent Involvement 4200 Books Provide books in Spanish
<b>3.4</b>	Student-Led Family Engagement Events – Encourage student-led events, such as multilingual	All Students	

	<p>literacy nights or cultural celebrations, to create a comfortable and engaging atmosphere that fosters parental participation.</p> <p>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.</p>		
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# 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
Sign-in sheets for Back to School Night	In 2024-25, 52% of families will attend Back to School Night.	<p>Goal met.</p> <p>In 2024-25, 56.6% of families attended Back to School Night.</p>
Sign-in sheets for Parent/Teacher Conferences	In 2024-25, 95% of families will attend Parent/Teacher Conferences.	<p>Goal not met.</p> <p>In 2024-25, 89.3% of families attended Parent/Teacher Conferences.</p>

## Analysis

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

These Parent Involvement goals were to be attained through the use of Bilingual translation at Parent events and by providing materials and opportunities for Family Engagement.

In Parent/Family Engagement, Davis Elementary's overall implementation of strategies or activities was partially successful at this reporting time period because Davis Elementary has not met all of the articulated goals. Middle of Year (MOY) data indicates in 2024-25, 56.6% of parents attended Back to School Night, exceeding the goal of 52% of families attending Back to School Night. However, 89.3% of families attended Parent/Teacher Conferences, reflecting an increase of 2% over attendance from 2023-24 but below the goal of 95% of families.

Increased parent communication through flyers and the S'more Parent Newsletter supported family engagement and participation at school events.

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

At Davis, we set a threshold of \$5,000 for material differences.

For the Parent Involvement Goal, there were not any actions/services that exceeded the material difference threshold.

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.

Following a thorough analysis, Davis Elementary will continue to implement the strategies outlined in the current plan. Services and Actions pertaining to providing opportunities for parents and families to engage in evening events, as well as resources to support new students and families, will continue to increase parent and family engagement.

# Goals, Strategies, & Proposed Expenditures

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

## Goal 4

### Title and Description of School Goal

Broad statement that describes the desired result to which all strategies/activities are directed.

#### Targeted Support & Improvement

By June 2025, English Learner students will demonstrate improved outcomes in English Language Arts and Mathematics, moving from the Red to the Orange performance level on the CA Dashboard through targeted instruction and academic interventions. Additionally, chronic absenteeism among English Learners will decrease by at least 5%, supported by increased family engagement and consistent attendance monitoring.

### LCAP Goal to which this School Goal is Aligned

LCAP goal to which this school goal is aligned.

LCAP Goal #1: 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.

LCAP Goal #2: All students and families will feel safe and connected at school as measured by climate surveys, attendance data and behavioral data.

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 2024 California School Dashboard reveals that English Learners at Davis Elementary demonstrate significant academic and engagement challenges, particularly in English Language Arts, Mathematics, and Chronic Absenteeism. In ELA, English Learners scored an average of 91.6 points below standard and declined by 3 points, placing them in the Red performance level. Similarly, in Mathematics, they scored 110 points below standard and maintained their previous performance, also resulting in a Red performance level. Additionally, chronic absenteeism among English Learners is a growing concern, with 31.7% of students identified as chronically absent—an increase of 4.5% from the prior year—placing them in the Red performance level as well. These data points highlight a critical need for targeted academic interventions, language development support, and strategies to improve daily attendance for English Learner students.

### 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
English Language Arts: English Learners	English Learners were Red on the 2024 California Dashboard. This was 91.6 points below standard.	English Learner Students will perform Orange and at 85.6 points below standard on the 2025 California Dashboard.
Mathematics: English Learners	English Learners were Red on the 2024 California Dashboard for Mathematics. This was 110 points below standard.	English Learners will perform Orange and at 105 points below standard on the 2025 California Dashboard for Mathematics.
Chronic Absenteeism: English Learners	English Learners were Red on the 2024 CA Dashboard for Chronic	English Learners will improve attendance by reducing the percentage

	Absenteeism. 31.7% of English Learners were chronically absent as reported by the 2024 CA Dashboard.	of students chronically absent from 31.7% to 20% moving from Red to Yellow as reported by the 2025 CA Dashboard.
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### 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
4.1	ELD Instruction  Implementation of Language Power! curriculum to provide 30 minutes of designated ELD instruction	English Learners	
4.2	Bilingual Paraeducators  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	

## 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
Suspension Rate	Davis will reduce the suspension rate for All-Students by 3% to move the performance level from "Red" to "Orange" as measured by the 2024 CA Dashboard.	Davis reduced the suspension rate by 2.7% moving from (Red) to (Yellow) on the 2024 CA Dashboard.
English Language Progress Indicator	The 2024 CA Dashboard English Learner Progress Indicator will increase by a minimum of 5% from 38.6% to 44% moving the performance level from Red to Orange.	English Learner Progress increased by 13% from 38.6% to 52% moving from (Red) to (Green) as demonstrated by the 2024 CA Dashboard.
English Language Arts CAASPP (distance from standard)	The 2024 CA Dashboard will demonstrate a decrease in distance from standard in English Language Arts for the following groups: Asian, English Learners, Socioeconomically Disadvantaged, and Hispanic subgroups  The All-Student group will increase by one performance band from Red to	English Language Arts Performance Outcomes:  Asian: +12.6 pts, (Orange) English Learners: -3pts (Red) Socio-economically Disadvantaged: -2.5pts (Red) Hispanic: +.7pts (Orange)  All Student group: -.9pts (Red)

Metric/Indicator	Expected Outcomes	Actual Outcomes
	Orange and will decrease the distance from standard by 5 points.	
Mathematics CAASPP (distance from standard)	<p>The 2024 CA Dashboard will demonstrate a decrease in distance from standard in Mathematics for the following groups: Asian, English Learners, Socioeconomically Disadvantaged, and Hispanic subgroups</p> <p>The All-Student group will increase by one performance band from Red to Orange and will decrease the distance from standard by 5 points.</p>	<p>Asian: +17.2 pts, (Yellow) (Goal Met) English Learners: -3pts (Red) Socio-economically Disadvantaged: -2.5pts (Red) Hispanic: +.7pts (Orange)</p> <p>All Student group: +2 pts (Red)</p>

## Analysis

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

The Targeted Support & Improvement goals were to be attained through PBIS strategies, additional Mental Health Tier 2 support, and professional development opportunities.

In Targeted Support & Improvement, Davis Elementary's overall implementation of strategies or activities was not successful at this reporting time period (Middle of Year/MOY) because Davis Elementary has only partially met all of the articulated goals. In 2024-25, we maintained a proactive approach to implementing Positive Behavioral Interventions and Supports (PBIS), providing tiered interventions tailored to student needs. As a result, the percentage of Chronically Absent students declined by 3.3%, from 37.9% on the 2023 CA Dashboard to 34.7% on the 2024 CA Dashboard, though the school remained within the Yellow performance band. At Davis Elementary, the Suspension Rate dropped by 2.7%, from 10.3% in 2023 to 7.6% in 2024, moving the school from the Red to the Yellow band. While this marks meaningful progress, the rate remains slightly above the 7% Suspension Rate target.

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**ENGLISH LANGUAGE LEARNERS:**

The overall implementation and effectiveness of the strategies/activities to achieve the articulated goals in English Language Learners was met. Davis Elementary School exceeded the articulated goal of 5% growth on some of the universal measures for English Language Learners.

Indicator:

\* California Dashboard English Learner Progress Indicator - Goal Met

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**ENGLISH LANGUAGE ARTS:**

The overall implementation and effectiveness of the strategies/activities to achieve the articulated goal for English Language Arts was not met. Davis Elementary School did not meet the articulated goal of decreasing the distance from standard by 5 points on the 2024 CA Dashboard in English Language Arts.

Indicator:

\* 2024 California Dashboard: ELA - Goal Not Met

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**MATH:**

The overall implementation and effectiveness of the strategies/activities to achieve the articulated goal for Math was not met. Davis Elementary School did not meet the articulated goal of decreasing the distance from standard by 5 points on the 2024 CA Dashboard in Mathematics.

Indicator:

\* 2024 California Dashboard: Mathematics - Goal Not Met

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

The threshold for Davis Elementary is \$5000.

Professional development to teachers and staff were provided through CORE, AVID, and the Ron Clark Academy. Additional Mental Health Clinician support for Tier 2 Interventions was also implemented. Although not all performance targets were met, the school experienced measurable growth—most notably in English Learner Progress—indicating that the allocated resources and implemented strategies contributed to positive academic trends. Davis Elementary remains committed to refining its approach and ensuring that all students receive the support necessary to thrive.

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.

Looking ahead, Davis Elementary will continue to implement the strategies that have shown promise in supporting student achievement for English Learners. The school will maintain its focus on ELD instruction and support for students through our Bilingual Paraeducator. By building on the progress made and sustaining these proven strategies, Davis Elementary aims to further accelerate English Learner growth across all academic and behavioral areas.

# 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	\$106,523.00
Total Funds Budgeted for Strategies to Meet the Goals in the SPSA	\$106,523.00
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	\$103,892.00
Title I: Parent Involvement	\$2,631.00
rCalc_TotbyFSGrpFederal_50_FundSrc}	\$

Subtotal of additional federal funds included for this school: \$106,523.00

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 (\$)
	\$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: \$106,523.00

# 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
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### Expenditures by Funding Source

Funding Source	Amount
	0.00
Title I	103,892.00
Title I: Parent Involvement	2,631.00

### Expenditures by Budget Reference

Budget Reference	Amount
	0.00
1120 Teacher Temp	5,000.00
1150 Teacher Sub	15,000.00
2120 Para Temp	900.00
2230 MHT Time Card	2,000.00
3000 Benefits	6,141.00
4200 Books	12,391.00
4300 Materials	12,381.00
4325 Food For Meetings	500.00
4475 Technology (\$500-\$9,999)	1,800.00
5220 Conference	20,000.00
5800 Prof and Operating/Consultants	8,200.00
5872 Field Trips	22,210.00

### Expenditures by Budget Reference and Funding Source

Budget Reference	Funding Source	Amount
		0.00
	Title I	0.00
1120 Teacher Temp	Title I	5,000.00
1150 Teacher Sub	Title I	15,000.00
2230 MHT Time Card	Title I	2,000.00
3000 Benefits	Title I	5,786.00
4200 Books	Title I	11,891.00
4300 Materials	Title I	12,005.00
4475 Technology (\$500-\$9,999)	Title I	1,800.00
5220 Conference	Title I	20,000.00
5800 Prof and Operating/Consultants	Title I	8,200.00
5872 Field Trips	Title I	22,210.00
2120 Para Temp	Title I: Parent Involvement	900.00
3000 Benefits	Title I: Parent Involvement	355.00
4200 Books	Title I: Parent Involvement	500.00
4300 Materials	Title I: Parent Involvement	376.00
4325 Food For Meetings	Title I: Parent Involvement	500.00

## Expenditures by Goal

Goal Number	Total Expenditures
Goal 1	91,102.00
Goal 2	12,790.00
Goal 3	2,631.00

# 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
Magenda Cruz	Principal
Cristina Dutra	Classroom Teacher
Adam Garcia	Classroom Teacher
Joie Sousa	Classroom Teacher
Robert Magana	Other School Staff
Mayra Barreras	Parent or Community Member
Megan Cagle	Parent or Community Member
William Calderon	Parent or Community Member
Lilyann Ceja	Parent or Community Member
Edward Cruz	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**

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 May 6, 2025.

Attested:



Principal, Magenda Cruz on 5/6/25



SSC Chairperson, Adam Garcia on 5/6/25