School Year: | 2024-25

School Plan for Student Achievement (SPSA) Template

Instructions and requirements for completing the SPSA template may be found in the SPSA Template Instructions.

School Name	County-District-School (CDS) Code	Schoolsite Council (SSC) Approval Date	Local Board Approval Date
Earl LeGette Elementary School	34 67447 6034672	May 28, 2024	July 30, 2024

Purpose and Plan Summary

Briefly describe the purpose of this plan (Select from Schoolwide Program, Comprehensive Support and Improvement, Targeted Support and Improvement, or Additional Targeted Support and Improvement)

Schoolwide Program

The purpose of the School Plan for Student Achievement (SPSA) is to describe how a school plans to meet schoolwide program planning requirements pursuant to the Every Student Succeeds Act (ESSA), which includes Comprehensive Support and Improvement (CSI), Additional Targeted Support and Improvement (ATSI), and Targeted Support and Improvement (TSI).

Summarize the school's plan for effectively meeting the ESSA requirements in alignment with the Local Control and Accountability Plan and other federal, state, and local programs.

The SPSA is developed around three goals aligned to the State priority areas and the San Juan Unified Local Control and Accountability Plan (LCAP):

Goal 1: Student Achievement and Implementation of State Standards
Goal 2: Student Engagement and Course Access
Goal 3: School Conditions, Climate, and Family Engagement

Within each goal are actions that include programs, services, resources, and expenditures that meet state and federal requirements. Each action provides a description of how federal and state

resources are allocated toward increasing and improving academic achievement, social-emotional outcomes, school culture and climate, and family involvement.

SPSA planning is guided by a continuous improvement process that includes cycles of action, reflection, and adjusting. This is done in collaboration with educational partners, which includes the School Site Council (SSC).

Table of Contents

Comprehensive Needs Assessment Components

- What did your data show (disaggregated by student group)?
- What did your root causes analysis reveal?
- What resource inequities did you discover?

Data Analysis

Please refer to the School and Student Performance Data section where an analysis is provided.

Root Cause Analysis

Please refer to the School and Student Performance Data sections where a root cause analysis is provided.

Resource Inequities

Please refer to the School and Student Performance Data sections where resource inequities will be discussed.

Input from Educational Partners

How, when, and with whom did the 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

Involvement with developing the School Plan began in the spring of school year 2022-23. Site Leadership teams and our School Site Council evaluated the current SPSA to determine if actions had been effective. Each group noted the success of improving school climate and parent customer service, as well as a large increase school-wide in ELA performance.

School Site Council met three times prior to SPSA approval on May 28, 2024. SSC was interested in improving student empathy and treatment of other students, providing more supports for student academics (interventions), more supports for our EL students and our newcomer families, and to continue improving reading and math performance.

Site Leadership Team met six times and voiced concerns about school climate, student empathy, student engagement, and ways to make the site safer for students and staff. They also discussed the importance of mindfulness.

The English Language Advisory Committee met four times this year and were pleased with the school and their students feeling welcome. They were also impressed with the high level of teacher communication.

Educational partner involvement was accomplished via meetings and conversations.

Site Leadership Team met weekly January to May to review and discuss:
- data compared to 2022-2023
- how to best support student academics and SEL
- professional learning opportunities as it applies to SEL and academic supports
- how to increase student engagement with their own learning

Staff engaged during staff meetings in January through May to review and discuss:

- data compared to 2022-2023
- Comprehensive Needs Assessment
- site budget
- resources needed to support student interventions and social/emotional learning
- how to engage students/increase attendance
- how to increase student engagement with their own learning
- impact of mindfulness training on school culture

School Site Council met October to May to review/discuss:
- data compared to 2022-2023
- Comprehensive Needs Assessment
- site budget
- resources needed to support student interventions and social/emotional learning
- how to engage students/increase attendance
- how to increase student engagement with their own learning
- impact of mindfulness training on school culture

School and Student Performance Data

Student Enrollment
Enrollment By Student Group

Student Enrollment by Subgroup						
Student Group	Percent of Enrollment			Number of Students		
	21-22	22-23	23-24	21-22	22-23	23-24
American Indian	%	0.18%	0.18%		1	1
African American	2.26%	0.37%	0.73%	11	2	4
Asian	2.67%	2.75%	3.10%	13	15	17
Filipino	1.44%	1.47%	1.09%	7	8	6
Hispanic/Latino	20.53%	17.58%	20.26%	100	96	111
Pacific Islander	%	0.18%	0.18%		1	1
White	66.32%	69.78%	67.15%	323	381	368
Multiple/No Response	6.78%	7.69%	7.30%	33	42	40
			Total Enrollment	487	546	548

Student Enrollment
Enrollment By Grade Level

Student Enrollment by Grade Level			
Grade	Number of Students		
	21-22	22-23	23-24
Kindergarten	94	106	78
Grade 1	74	79	87
Grade 2	54	77	72
Grade3	69	61	81
Grade 4	56	79	64
Grade 5	84	59	84
Grade 6	56	85	58
Total Enrollment	487	546	548

School and Student Performance Data

Student Enrollment
English Learner (EL) Enrollment

English Learner (EL) Enrollment						
Student Group	Number of Students			Percent of Students		
	21-22	22-23	23-24	21-22	22-23	23-24
English Learners	20	38	36	5.30%	4.1%	6.6%
Fluent English Proficient (FEP)	18	22	18	3.10%	3.7%	3.3%
Reclassified Fluent English Proficient (RFEP)				0.0%		

School and Student Performance Data

Student Population

The 2023 California School Dashboard provides parents and educators with meaningful information on school and district progress so they can participate in decisions to improve student learning.

The California School Dashboard goes beyond test scores alone to provide a more complete picture of how schools and districts are meeting the needs of all students. To help parents and educators identify strengths and areas for improvement, California reports how districts, schools (including alternative schools), and student groups are performing across state and local measures.

This section provides information about the school's student population.

2022-23 Student Population			
Total Enrollment	**Socioeconomically Disadvantaged**	**English Learners**	**Foster Youth**
546	**28.8**	**7**	Students whose well being is the responsibility of a court.
Total Number of Students enrolled in Earl LeGette Elementary School.	Students who are eligible for free or reduced priced meals; or have parents/guardians who did not receive a high school diploma.	Students who are learning to communicate effectively in English, typically requiring instruction in both the English Language and in their academic courses.	

2022-23 Enrollment for All Students/Student Group		
Student Group	**Total**	**Percentage**
English Learners	38	7
Foster Youth		
Homeless	5	0.9
Socioeconomically Disadvantaged	157	28.8
Students with Disabilities	67	12.3

Enrollment by Race/Ethnicity		
Student Group	**Total**	**Percentage**
African American	2	0.4
American Indian	1	0.2
Asian	15	2.7
Filipino	8	1.5
Hispanic	96	17.6
Two or More Races	42	7.7
Pacific Islander	1	0.2
White	381	69.8

School and Student Performance Data

Overall Performance

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Performance on state measures, using comparable statewide data, is represented by one of five colors. The performance level (color) is not included when there are fewer than 30 students in any year. This is represented using a greyed out color dial with the words "No Performance Color."

Red	Orange	Yellow	Green	Blue
Lowest Performance				Highest Performance

2023 Fall Dashboard Overall Performance for All Students		
Academic Performance	**Academic Engagement**	**Conditions & Climate**
English Language Arts Yellow	**Chronic Absenteeism** Yellow	**Suspension Rate** Green
Mathematics Yellow		

Conclusions based on this data:

1.

School and Student Performance Data

Academic Performance
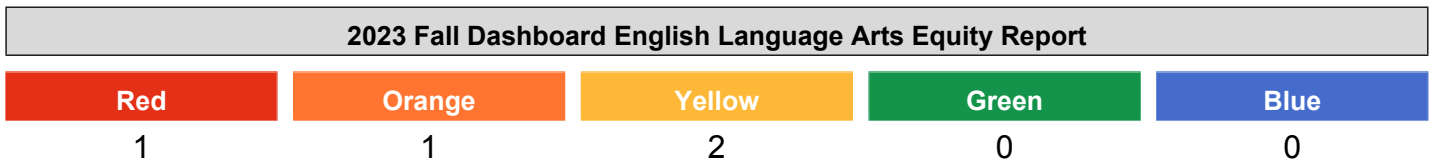## English Language Arts

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Red	Orange	Yellow	Green	Blue
Lowest Performance				Highest Performance

This section provides number of student groups in each level.

2023 Fall Dashboard English Language Arts Equity Report				
Red	**Orange**	**Yellow**	**Green**	**Blue**
1	1	2	0	0

This section provides a view of how well students are meeting grade-level standards on the English Language Arts assessment. This measure is based on student performance on either the Smarter Balanced Summative Assessment or the California Alternate Assessment, which is taken annually by students in grades 3–8 and grade 11.

2023 Fall Dashboard English Language Arts Performance for All Students/Student Group		
All Students	**English Learners**	**Foster Youth**
Yellow 0.4 points above standard Decreased -11.2 points 265 Students	43.8 points below standard Decreased Significantly -24 points 21 Students	No Performance Color 0 Students
Homeless	**Socioeconomically Disadvantaged**	**Students with Disabilities**
Less than 11 Students 1 Student	Orange 26.7 points below standard Maintained -0.3 points 84 Students	Red 114.8 points below standard Decreased Significantly -19.8 points 40 Students

2023 Fall Dashboard English Language Arts Performance by Race/Ethnicity			
African American	**American Indian**	**Asian**	**Filipino**
Less than 11 Students 1 Student	No Performance Color 0 Students	Less than 11 Students 8 Students	Less than 11 Students 5 Students
Hispanic	**Two or More Races**	**Pacific Islander**	**White**
Yellow 4.3 points below standard Decreased -12.1 points 61 Students	16.5 points above standard Decreased -6.6 points 14 Students	No Performance Color 0 Students	Yellow 2 points below standard Decreased -12.2 points 176 Students

This section provides additional information on distance from standard for current English learners, prior or Reclassified English learners, and English Only students in English Language Arts.

2023 Fall Dashboard English Language Arts Data Comparisons for English Learners		
Current English Learner	**Reclassified English Learners**	**English Only**
Less than 11 Students 9 Students	12.1 points above standard 12 Students	0.4 points above standard Decreased -10 points 236 Students

Lowest Performing Student Groups:
Which student groups are scoring at the lowest performing level on the dashboard indicator?
This includes student groups with "Red" Dashboard indicators or student groups with the lowest performance level (any color) compared to the overall rate.

The 2022-23 dashboard for English Language Arts showed that All students scored 0.4 points above the standard which is a decrease from the previous year. When we look at our sub-groups, Students with Disabilities scored significantly lower than "All" students in scoring 114.8 below standard which was also a decrease of 19.8 points from the previous year.
Although not a statistically significant sub-group, it is also important to point out that our English learners are scoring 43.8 points below standard which was a significant decrease from the previous year. Looking specifically at race and ethnicity, our Hispanic students and white students are scoring significantly lower than "all" students.

Our intervention teacher used Sonday and the Fountas and Pinnell Leveled Literacy Intervention materials. While working with small math groups, she used a lot of the same materials to assist students with academic language. Our overall initiatives were mostly focussed on improving social/emotional learning by using mindfulness materials, Love and Logic, and Second Step. By assisting students in becoming more stabilized for learning, students were prepared to take on academic challenges.

In response to this data, we will implement the following evidence-based actions (i.e. interventions, practices, programs, services, and/or resources) to address the needs of our identified targeted student groups:

* Students with Disabilities - place more emphasis on IEP goal creation; increase General Education time, as appropriate, to further challenge students and increase academic/SEL growth.
* Students identifying as two or more races - teachers knowing who these students are and create individual learning plans to ensure they don't fall between the cracks.
* English Language Learners - implement mindfulness activities to assist with feeling more welcome at school and part of the community; increasing technology to assist with translation; increase emphasis on pre-teaching vocabulary.

School and Student Performance Data
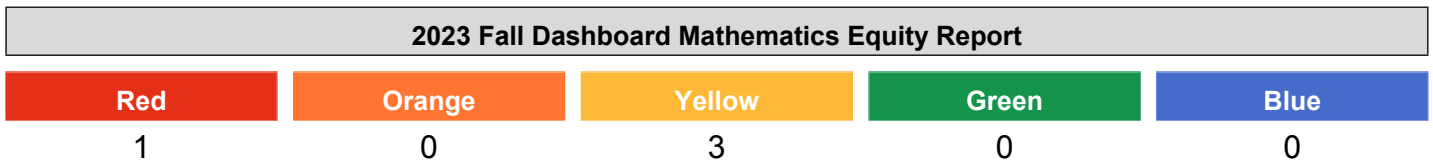
Academic Performance
Mathematics

The 2023 California School Dashboard provides parents and educators with meaningful information on school and district progress so they can participate in decisions to improve student learning.

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Red	Orange	Yellow	Green	Blue
Lowest Performance				Highest Performance

This section provides number of student groups in each level.

2023 Fall Dashboard Mathematics Equity Report				
Red	**Orange**	**Yellow**	**Green**	**Blue**
1	0	3	0	0

This section provides a view of how well students are meeting grade-level standards on the Mathematics assessment. This measure is based on student performance either on the Smarter Balanced Summative Assessment or the California Alternate Assessment, which is taken annually by students in grades 3–8 and grade 11.

2023 Fall Dashboard Mathematics Performance for All Students/Student Group		
All Students	**English Learners**	**Foster Youth**
Yellow	53.4 points below standard	No Performance Color
9 points below standard	Decreased -6.6 points	0 Students
Decreased -4.3 points		
264 Students	20 Students	
Homeless	**Socioeconomically Disadvantaged**	**Students with Disabilities**
Less than 11 Students	Yellow	Red
1 Student	42.6 points below standard	138.7 points below standard
	Increased +11.2 points	Decreased Significantly -24.4 points
	83 Students	40 Students

2023 Fall Dashboard Mathematics Performance by Race/Ethnicity			
African American	**American Indian**	**Asian**	**Filipino**
Less than 11 Students 1 Student	No Performance Color 0 Students	Less than 11 Students 8 Students	Less than 11 Students 5 Students
Hispanic	**Two or More Races**	**Pacific Islander**	**White**
Yellow 16.6 points below standard Maintained +1.1 points 61 Students	24.1 points above standard Increased +14.4 points 14 Students	No Performance Color 0 Students	Yellow 11.7 points below standard Decreased -10 points 175 Students

This section provides additional information on distance from standard for current English learners, prior or Reclassified English learners, and English Only students in mathematics

2023 Fall Dashboard Mathematics Data Comparisons for English Learners		
Current English Learner	**Reclassified English Learners**	**English Only**
Less than 11 Students 8 Students	38.4 points below standard 12 Students	7.8 points below standard Decreased -4.1 points 236 Students

Lowest Performing Student Groups:
Which student groups are scoring at the lowest performing level on the dashboard indicator?
This includes student groups with "Red" Dashboard indicators or student groups with the lowest performance level (any color) compared to the overall rate.

Data from 2022-23 show that all students scored 9 points below standard which was a decrease from the previous school year. Specifically, our students with disabilities are scoring significantly lower than All students at 138.7 points below standard which was a significant decrease from the previous year. Looking at specific race and ethnic groups, our Hispanic and White students are scoring significantly lower than All students. Hispanic students scored 16.6 points below standard which maintained from the previous year and white students scored 11.7 points below standard which was a decrease from the previous year.

This year we continued to utilize Swun math supplementary materials to assist teachers with foccusing on conceptual and procedural teaching. All teachers focussed on teaching academic vocabulary. Additionally, while working with small math groups, out intervention teacher used a lot of the same materials (i.e. LLI) to assist students with academic language. Our overall initiatives were mostly focussed on improving social/emotional learning by using mindfulness materials, Love and Logic, and Second Step. By assisting students in becoming more stabilized for learning, students were prepared to take on academic challenges.

In response to this data, we will implement the following evidence-based actions (i.e. interventions, practices, programs, services, and/or resources) to address the needs of our identified targeted student groups:
* Students with Disabilities - place more emphasis on IEP goal creation; increase General Education time, as appropriate, to further challenge students and increase academic/SEL growth.

School and Student Performance Data

Academic Performance
English Learner Progress

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This section provides a view of the percentage of current EL students making progress towards English language proficiency or maintaining the highest level.

2023 Fall Dashboard English Learner Progress Indicator

English Learner Progress
0.421% making progress towards English language proficiency
Number of EL Students: 19 Students
Performance Level: No Performance Level

This section provides a view of the percentage of current EL students who progressed at least one ELPI level, maintained ELPI level 4, maintained lower ELPI levels (i.e, levels 1, 2L, 2H, 3L, or 3H), or decreased at least one ELPI Level.

2023 Fall Dashboard Student English Language Acquisition Results			
Decreased One ELPI Level	Maintained ELPI Level 1, 2L, 2H, 3L, or 3H	Maintained ELPI Level 4	Progressed At Least One ELPI Level
1	10	0	8

Lowest Performing Group:
Looking at your ELPI groups, where did you see the greatest growth and what data point is an area for improvement?

Data from 2022-23 show that 8 out of 19 EL students made at least on level of growth for the year, with 10 maintaining the same level and one decreasing a level.

We had an increase in the number of languages being served with very few resources in which to serve them. The number of newcomers to the school keeps increasing. Our ELD teacher utilized the following programs to assist EL students with their language growth: Benchmark Advance, Hello! Benchmark, National Geographic Inside the U.S.A., Dyer-Kelly Newcomer Program created by Dr. Carter and Mrs. Bitoni. And she utilized the following computer-based programs/websites: Lexia English, CommonLit.

We need to continue with supporting our .5 ELD teacher in order to make gains with our newcomers. Additionally, the purchase of more iPads would assist students with language acquisition.

School and Student Performance Data

Academic Performance
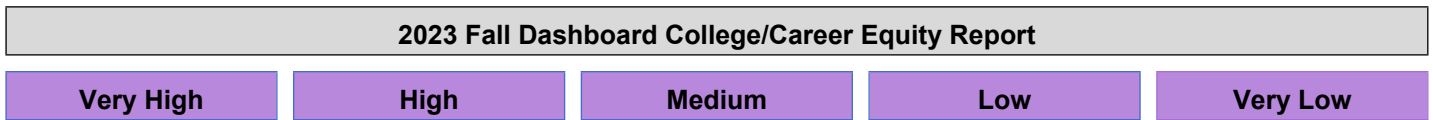## College/Career Report

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Very Low	Low	Medium	High	Very High
Lowest Performance				Highest Performance

This section provides number of student groups in each level.

2023 Fall Dashboard College/Career Equity Report				
Very High	**High**	**Medium**	**Low**	**Very Low**

This section provided information on the percentage of high school graduates who are placed in the "Prepared" level on the College/Career Indicator.

2023 Fall Dashboard College/Career Report for All Students/Student Group		
All Students	**English Learners**	**Foster Youth**
N/A	N/A	N/A
Homeless	**Socioeconomically Disadvantaged**	**Students with Disabilities**
N/A	N/A	N/A

2023 Fall Dashboard College/Career Reportby Race/Ethnicity			
African American	**American Indian**	**Asian**	**Filipino**
N/A	N/A	N/A	N/A
Hispanic	**Two or More Races**	**Pacific Islander**	**White**
N/A	N/A	N/A	N/A

Lowest Performing Student Groups:
Which student groups are scoring at the lowest performing level on the dashboard indicator?
This includes student groups with "Red" Dashboard indicators or student groups with the lowest performance level (any color) compared to the overall rate.

N/A
N/A
N/A

School and Student Performance Data

Academic Engagement
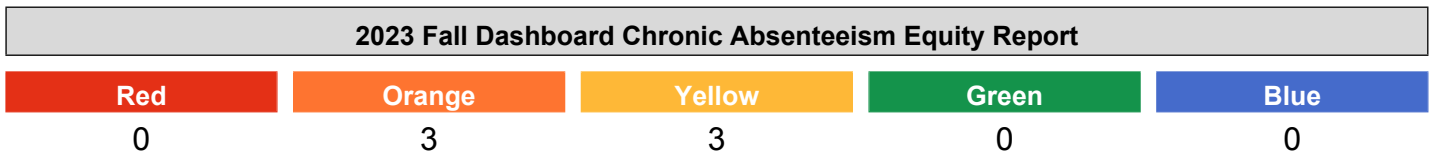## Chronic Absenteeism

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Red	Orange	Yellow	Green	Blue
Lowest Performance				Highest Performance

This section provides number of student groups in each level.

2023 Fall Dashboard Chronic Absenteeism Equity Report				
Red	**Orange**	**Yellow**	**Green**	**Blue**
0	3	3	0	0

This section provides information about the percentage of students in kindergarten through grade 8 who are absent 10 percent or more of the instructional days they were enrolled.

2023 Fall Dashboard Chronic Absenteeism for All Students/Student Group		
All Students	**English Learners**	**Foster Youth**
Yellow	Orange	Less than 11 Students
17.7% Chronically Absent	21.7% Chronically Absent	
Declined Significantly -8.7	Declined -15.8	1 Student
570 Students	46 Students	
Homeless	**Socioeconomically Disadvantaged**	**Students with Disabilities**
Less than 11 Students	Yellow	Orange
	27.8% Chronically Absent	23.2% Chronically Absent
8 Students	Declined Significantly -19	Declined -2.2
	198 Students	95 Students

2023 Fall Dashboard Chronic Absenteeism by Race/Ethnicity			
African American	**American Indian**	**Asian**	**Filipino**
Less than 11 Students	Less than 11 Students	23.5% Chronically Absent	Less than 11 Students
4 Students	1 Student	Maintained 0	8 Students
		17 Students	
Hispanic	**Two or More Races**	**Pacific Islander**	**White**
Yellow	Orange	Less than 11 Students	Yellow
20% Chronically Absent	23.8% Chronically Absent	1 Student	15.4% Chronically Absent
Declined -11.1	Declined -9.5		Declined Significantly -6.7
100 Students	42 Students		397 Students

Lowest Performing Student Groups:

Which student groups are scoring at the lowest performing level on the dashboard indicator?

This includes student groups with "Red" Dashboard indicators or student groups with the lowest performance level (any color) compared to the overall rate.

Data from 2022-23 show that all students showed a decrease (-8.7 points) in chronic absenteeism compared to the previous school year, including major student groups. Though the student groups still have high chronic absence rates, there were significant decreases with most groups. English learnerns saw a 15.8 point improvement, with socioeconomically disadvantaged realizing a 19 point improvement. Hispanic students saw an improvement of 11.1 points, two or more races a 9.5 point improvement, white students with a 6.7 point improvement, and students with disabilities with a 2.2 point improvement.

Since the pandemic, generally speaking, parents in these groups find it easier to keep their students home when sniffles or minor issues come up. There's been a decrease in the level of import on attending school. Additionally, lack of transportation has impacted school attendance with students in these student groups. We sent out frequent tardy and chronic absence letters, which seemed to positively impact student overall attendance.

Regardless of the level of "attendance incentives", improving student attendance is difficult. Further inquiry with families as to the barriers is important for next year.

School and Student Performance Data

Academic Engagement
Graduation Rate

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Red	Orange	Yellow	Green	Blue
Lowest Performance				Highest Performance

This section provides number of student groups in each level.

2023 Fall Dashboard English Language Arts Equity Report

Red	Orange	Yellow	Green	Blue

This section provides information about students completing high school, which includes students who receive a standard high school diploma.

2023 Fall Dashboard Graduation Rate for All Students/Student Group

All Students	English Learners	Foster Youth
N/A	N/A	N/A

Homeless	Socioeconomically Disadvantaged	Students with Disabilities
N/A	N/A	N/A

2023 Fall Dashboard Graduation Rate by Race/Ethnicity			
African American	**American Indian**	**Asian**	**Filipino**
N/A	N/A	N/A	N/A
Hispanic	**Two or More Races**	**Pacific Islander**	**White**
N/A	N/A	N/A	N/A

Lowest Performing Student Groups:
Which student groups are scoring at the lowest performing level on the dashboard indicator?
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School and Student Performance Data

Conditions & Climate
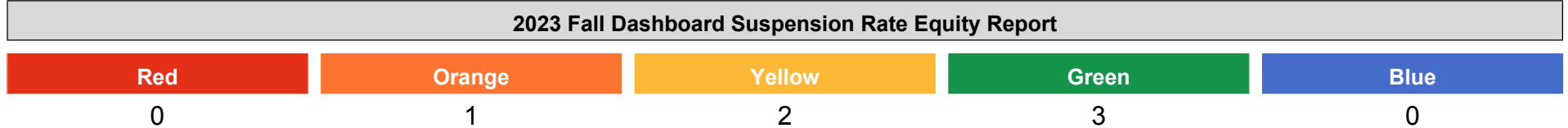## Suspension Rate

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Red	Orange	Yellow	Green	Blue
Lowest Performance				Highest Performance

This section provides number of student groups in each level.

2023 Fall Dashboard Suspension Rate Equity Report				
Red	**Orange**	**Yellow**	**Green**	**Blue**
0	1	2	3	0

This section provides information about the percentage of students in kindergarten through grade 12 who have been suspended at least once in a given school year. Students who are suspended multiple times are only counted once.

2023 Fall Dashboard Suspension Rate for All Students/Student Group

All Students

Green

2.1% suspended at least one day

Declined Significantly -1.1

578 Students

English Learners

Green

2.1% suspended at least one day

Declined -4.1

47 Students

Foster Youth

Less than 11 Students

1 Student

Homeless

Less than 11 Students

8 Students

Socioeconomically Disadvantaged

Green

2.5% suspended at least one day

Declined Significantly -2.2

202 Students

Students with Disabilities

Yellow

4.1% suspended at least one day

Declined -1.4

97 Students

2023 Fall Dashboard Suspension Rate by Race/Ethnicity			
African American	**American Indian**	**Asian**	**Filipino**
Less than 11 Students	Less than 11 Students	0% suspended at least one day	Less than 11 Students
5 Students	1 Student		8 Students
		Maintained 0	
		17 Students	
Hispanic	**Two or More Races**	**Pacific Islander**	**White**
Green	Orange	Less than 11 Students	Yellow
2% suspended at least one day	2.4% suspended at least one day	1 Student	2.2% suspended at least one day
Declined -2.8	Increased 2.4		Maintained 0
102 Students	42 Students		402 Students

Lowest Performing Student Groups:
Which student groups are scoring at the lowest performing level on the dashboard indicator?
This includes student groups with "Red" Dashboard indicators or student groups with the lowest performance level (any color) compared to the overall rate.

Data from 2022-23 show that for all student groups that only 2.1% were home suspended at least one day during the year. This equates to a 1.1 point decrease from the previous school year. Additionally, all student groups saw a decrease in suspensions compared to the previous year, except for two or more races. This group saw an increase of 2.4 points, with a 2.4% suspension rate of at least one day.

Our site implemented full-force the Second Step program and our Safe School Ambassador and Buddy programs. When combining these programs with our established Love and Logic, as well as our mindfulness training, students were more stabilized for learning and behaviors also improved.

We will continue to strengthen our SEL school-wide program and find resources to continue with our school counselor after the '24-'25 school 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 Subject

Student Achievement and Implementation of State Standards

LEA/LCAP Goal

Improve achievement and outcomes for all students as measured by performance on statewide assessments, English proficiency, and college and career preparedness.

SPSA/Goal 1

Improve achievement and outcomes for all students as measured by performance on statewide assessments, English proficiency, and college and career preparedness.

Annual Review

SPSA Year Reviewed: 2023-24

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 deleted.

ANALYSIS

What data did you use to monitor progress and how often?

Text Level and iReady (trimester)

What worked and didn't work? Why? (monitoring)

As mentioned previously, due to changes in the normal reporting methods and various agreed upon SLAs, text level data wasn't requested at regular intervals and thus cannot be accurately represented in the data results. iReady data can be viewed with confidence.

What modification(s) did you make based on the data? (evaluation)

No major changes during the year, except to change students receiving help from our intervention teachers in the area of reading.

2023-24
Identified Need

Reading; Phonemic Awareness (materials, staff development, and instructional strategies); Writing (all content areas); Math (problem solving); and, Staff Development around the use of the iReady intervention program.

Annual Measurable Outcomes

Metric/Indicator	Baseline 2022-23		Expected Outcome 2023-24
ELA State Assessment: Change in scale score	All Students	0.4 points above standard	+3 scale score points
	English Learners	43.8 points below standard	
	Foster Youth		
	Homeless		
	Socioeconomically Disadvantaged	26.7 points below standard	
	Students with Disabilities	114.8 points below standard	
	African American		
	American Indian		
	Asian		
	Filipino		
	Hispanic	4.3 points below standard	
	Two or More Races	16.5 points above standard	
	Pacific Islander		
	White	2 points below standard	
Math State Assessment: Change in scale score	All Students	9 points below standard	+3 scale score points
	English Learners	53.4 points below standard	
	Foster Youth		

Metric/Indicator	Baseline 2022-23		Expected Outcome 2023-24
	Homeless		
	Socioeconomically Disadvantaged	42.6 points below standard	
	Students with Disabilities	138.7 points below standard	
	African American		
	American Indian		
	Asian		
	Filipino		
	Hispanic	16.6 points below standard	
	Two or More Races	24.1 points above standard	
	Pacific Islander		
	White	11.7 points below standard	
English Language Learner State Assessment: Change in percentage of English language learners making progress on ELPAC	0.421%		+2%
English Learner Reclassification: Percentage of English language learners who are reclassified to Fluent English Proficient	10.64%		+15%

Complete a copy of the Strategy/Activity table for each of the school's strategies/activities. Duplicate the table, including Proposed Expenditures, as needed.

Strategy/Activity & Proposed Expenditures

SPSA #	Action/Service	Principally Serving	Source(s)	Proposed Allocation	Implementation Timeline
1.1	Purchase TK-6 literacy materials	All Students English Learners	LCFF Supplemental	1,000	School year 2024-25

	around letter sounds, phonemic awareness, vocabulary, reading comprehension, and writing.	Low-Income Students Foster Youth X Lowest Performing Students with Disabilities	Site Allocation 4000-4999: Books And Supplies		
1.2	Purchase TK-6 math supplemental materials.	All Students English Learners Low-Income Students Foster Youth X Lowest Performing Students with Disabilities	LCFF Supplemental Site Allocation 4000-4999: Books And Supplies	9,000	School year 2024-25
1.3	Provide support materials for GLAD instruction.	All Students X English Learners Low-Income Students Foster Youth Lowest Performing	LCFF Supplemental Site Allocation 4000-4999: Books And Supplies	2,000	School year 2024-25
1.4	Hire a .5 FTE Intervention Teacher to assist with reading instruction.	All Students English Learners Low-Income Students Foster Youth X Lowest Performing Students with Disabilities	Other 1000-1999: Certificated Personnel Salaries		School year 2024-25

1.5	Purchase online curricular subscriptions to support student learning.	X All Students English Learners Low-Income Students Foster Youth Lowest Performing	LCFF Supplemental Site Allocation 5000-5999: Services And Other Operating Expenditures	3,000	School year 2024-25
1.6	Supplemental support to English Language Development teacher	All Students X English Learners Low-Income Students Foster Youth Lowest Performing	Other 4000-4999: Books And Supplies		School year 2024-25

Goals, Strategies, & Proposed Expenditures

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

Goal Subject

Student Engagement and Course Access

LEA/LCAP Goal

Provide students with engaging programs, course work, and opportunities that address attendance, dropout, graduation, and access to a broad course of study.

SPSA/Goal 2

Provide students with engaging programs, course work, and opportunities that address attendance, dropout, graduation, and access to a broad course of study.

Annual Review

SPSA Year Reviewed: 2023-24

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 deleted.

ANALYSIS

What data did you use to monitor progress and how often?

Attendance rates (monthly), discipline records (monthly)

What worked and didn't work? Why? (monitoring)

Attendance rates and discipline records don't tell the whole picture. There are student stories and experiences that go untold and unheard even when monitoring data.

What modification(s) did you make based on the data? (evaluation).

We attempted to increase school-wide activities to increase student interest in being at school, along with incentives for being at school. Additionally, we increased use of restorative justice practices.

2023-24
Identified Need

We still need opportunities for EL and Low SES students to experience positive interactions with other students and refine social skills; Increase EL, Low SES, and Two or More Race student attendance rates and decrease chronic absence rates.

Annual Measurable Outcomes

Metric/Indicator	Baseline 2022-23		Expected Outcome 2023-24
Chronic Absenteeism: Percentage of students who were absent 10 percent or more of the instructional days they were expected to attend in TK-8	All Students	17.7% Chronically Absent	-0.5%
	English Learners	21.7% Chronically Absent	
	Foster Youth		
	Homeless		
	Socioeconomically Disadvantaged	27.8% Chronically Absent	
	Students with Disabilities	23.2% Chronically Absent	
	African American		
	American Indian		
	Asian	23.5% Chronically Absent	
	Filipino		
	Hispanic	20% Chronically Absent	
	Two or More Races	23.8% Chronically Absent	
	Pacific Islander		
	White	15.4% Chronically Absent	
Attendance: Percentage of the school year attended for students in TK-12	93.42%		+1.0%
High School Dropout Rate:	N/A		N/A

Metric/Indicator	Baseline 2022-23		Expected Outcome 2023-24
Percentage of high school students who dropout (based on the 4-year cohort outcomes)			
Middle School Dropout Rate: Number of middle school students (grades 6-8) who dropout of school.	N/A		N/A
Graduation Rate: Percentage of students who graduate high school within 4 or 5 years.	All Students	N/A	N/A
	English Learners	N/A	
	Foster Youth	N/A	
	Homeless	N/A	
	Socioeconomically Disadvantaged	N/A	
	Students with Disabilities	N/A	
	African American	N/A	
	American Indian	N/A	
	Asian	N/A	
	Filipino	N/A	
	Hispanic	N/A	
	Two or More Races	N/A	
	Pacific Islander	N/A	
	White	N/A	

Complete a copy of the Strategy/Activity table for each of the school's strategies/activities. Duplicate the table, including Proposed Expenditures, as needed.

Strategy/Activity & Proposed Expenditures

SPSA #	Action/Service	Principally Serving	Source(s)	Proposed Allocation	Implementation Timeline
2.1	Offer incentives for positive attendance and	X All Students English Learners Low-Income Students	LCFF Supplemental	500	School year 2024-25

		Foster Youth Lowest Performing	Site Allocation 4000-4999: Books And Supplies			
2.2	Student attendance will be closely monitored (monthly), with increased parent notification and in-person conferences to identify barriers to attendance and develop student/family support plans.	All Students X English Learners X Low-Income Students Foster Youth X Lowest Performing Students with Disabilities and Students who identify as two or more races.	Other	0		School year 2024-25

Goals, Strategies, & Proposed Expenditures

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

Goal Subject

School Conditions, Climate, and Family Engagement

LEA/LCAP Goal

Address factors both inside and outside the classroom that impact student success such as family engagement, health, safety, discipline, connectedness, facilities, materials, and staffing.

SPSA/Goal 3

Address factors both inside and outside the classroom that impact student success such as family engagement, health, safety, discipline, connectedness, facilities, materials, and staffing.

Annual Review

SPSA Year Reviewed: 2023-24

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 deleted.

ANALYSIS

What data did you use to monitor progress and how often?

SAEBRS and mySAEBRS in fall and spring, as well as the annual district survey with results coming out in late March 2024. We also looked at behavior data, with an emphasis on on-site and home suspension rates.

What worked and didn't work? Why? (monitoring)

The SAEBRS and mySAEBRS data was better used this year. Teachers became more familiar with it. Additionally, our counselor kept accurate data as well. This was invaluable in identifying needs. With the annual survey coming out earlier than in past years, it gave us more time to discuss results as a staff and in small group. If it came out a little earlier in March, we'd have more time to clarify student results and dig deeper through empathy gathering discussions. Our Safe School Ambassador and Safe School Buddy programs were instrumental in decreasing student maltreatment.

What modification(s) did you make based on the data? (evaluation)

We made no changes.

2023-24
Identified Need

We need to refine classroom environment strategies in order to increase student sense of belonging, to better understand what students perceive as disrespect, to further develop a caring/nurturing community, and to teach students the difference between disrespect and true bullying. Even though we've been back
to in-person teaching for three-years, students still need re-training and school enculturation. This would include teaching conflict management strategies and developing programs school-wide.

Annual Measurable Outcomes

Metric/Indicator	Baseline 2022-23		Expected Outcome 2023-24
Suspension Rate: Percentage of students who were suspended for an aggregate total of one full day or more anytime during the school year in TK-12.	All Students	2.1% suspended at least one day	-0.3%
	English Learners	2.1% suspended at least one day	
	Foster Youth		
	Homeless		
	Socioeconomically Disadvantaged	2.5% suspended at least one day	
	Students with Disabilities	4.1% suspended at least one day	
	African American		
	American Indian		
	Asian	0% suspended at least one day	
	Filipino		
	Hispanic	2% suspended at least one day	
	Two or More Races	2.4% suspended at least one day	
	Pacific Islander		

Metric/Indicator	Baseline 2022-23		Expected Outcome 2023-24
	White	2.2% suspended at least one day	
Expulsion Rate: Percentage of students expelled from school.	0.00%		0.00%
Connectedness: Percentage of students who respond "agree"or "strongly agree" in Connectedness on the district climate survey.	72.1%		+3.5%
Safety: Percentage of students who respond "agree" or "strongly agree" in Safety on the district climate survey.	74.4%		+5.0%
Parent and Family Engagement in Leadership Roles: Percentage of parents of EL, LI, FY, and SWD in leadership roles (e.g. School Site Council, ELAC, and PTO).	.5%		+.5%

Complete a copy of the Strategy/Activity table for each of the school's strategies/activities. Duplicate the table, including Proposed Expenditures, as needed.

Strategy/Activity & Proposed Expenditures

SPSA #	Action/Service	Principally Serving	Source(s)	Proposed Allocation	Implementation Timeline
3.1	Continue mindfulness program school wide, to include staff and student training, as well as materials and supplies.	X All Students English Learners Low-Income Students Foster Youth Lowest Performing	LCFF Supplemental Site Allocation 4000-4999: Books And Supplies	3,527	School Year 2024-25

3.2	Purchase materials to support the teaching and modelling of respectful communication, character development, and conflict resolution throughout the school community (e.g.character education).	X All Students English Learners Low-Income Students Foster Youth Lowest Performing	LCFF Supplemental Site Allocation 4000-4999: Books And Supplies	500	School Year 2024-25
3.3	Plan and purchase materials for a sensory walkway.	X All Students English Learners Low-Income Students Foster Youth Lowest Performing	LCFF Supplemental Site Allocation 4000-4999: Books And Supplies	1,500	School Year 2024-25
3.4	Provide resources to hire full-time counselor to support student social/emotional stability and academic preparedness.	X All Students English Learners Low-Income Students Foster Youth Lowest Performing	LCFF Supplemental Site Allocation 1000-1999: Certificated Personnel Salaries LCFF Supplemental	8,762 2,191	School Year 2024-25

			Site Allocation 3000-3999: Employee Benefits		
3.5	Monthly parent/principal coffee chats.	X All Students English Learners Low-Income Students Foster Youth Lowest Performing	LCFF Supplemental Site Allocation 4000-4999: Books And Supplies	500	School Year 2024-25

Centralized Services for Planned Improvements in Student Performance

The following actions and related expenditures support site program goals and will be performed as a centralized service to eligible students, district wide. Proposed expenditures are central costs. Specific school expenditures vary by need and identified Resource Inequities.

Centralized Services

SCHOOL GOAL #1:
Student Achievement and Implementation of Standards

Actions to be Taken to Reach This Goal Consider all appropriate dimensions (e.g., Teaching and Learning, Staffing, and Professional Development)	Start Date Completion Date	Proposed Expenditure(s)			
		Description	Type	Funding Source (itemize for each source)	Estimated Cost
Provide explicit language development to English learners based on language proficiency levels	August 2024 - June 2025	ELD teachers	1000-1999: Certificated Personnel Salaries		

SCHOOL GOAL #2:
Student Engagement and Course Access

Actions to be Taken to Reach This Goal Consider all appropriate dimensions (e.g., Teaching and Learning, Staffing, and Professional Development)	Start Date Completion Date	Proposed Expenditure(s)			
		Description	Type	Funding Source (itemize for each source)	Estimated Cost

SCHOOL GOAL #3:
School Conditions, Climate, and Family Engagement

Actions to be Taken to Reach This Goal Consider all appropriate dimensions (e.g., Teaching and Learning, Staffing, and Professional Development)	Start Date Completion Date	Proposed Expenditure(s)			
		Description	Type	Funding Source (itemize for each source)	Estimated Cost
Provide Campus Supervision and Security	August 14, 2024-June 11, 2025	0.4 FTE Campus monitor	2000-2999: Classified Personnel Salaries		

Budget Summary

Complete the table below. Schools may include additional information. Adjust the table as needed. The Budget Summary is required for schools funded through the ConApp, and/or that receive funds from the LEA for Comprehensive Support and Improvement (CSI).

Budget Summary

Description	Amount
Total Funds Provided to the School Through the Consolidated Application	$0.00
Total Federal Funds Provided to the School from the LEA for CSI	$0.00
Total Funds Budgeted for Strategies to Meet the Goals in the SPSA	$32,480.00

Other Federal, State, and Local Funds

List the additional Federal programs that the school is including in the schoolwide program. Adjust the table as needed. If the school is not operating a Title I schoolwide program this section is not applicable and may be deleted.

Federal Programs	Allocation ($)

Subtotal of additional federal funds included for this school: $

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

State or Local Programs	Allocation ($)
LCFF Supplemental Site Allocation	$32,480.00
Other	$0.00

Subtotal of state or local funds included for this school: $32,480.00

Total of federal, state, and/or local funds for this school: $32,480.00

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
LCFF Supplemental Site Allocation	32,480.00	0.00

Expenditures by Funding Source

Funding Source	Amount
LCFF Supplemental Site Allocation	32,480.00
Other	0.00

Expenditures by Budget Reference

Budget Reference	Amount
	0.00
1000-1999: Certificated Personnel Salaries	8,762.00
3000-3999: Employee Benefits	2,191.00
4000-4999: Books And Supplies	18,527.00
5000-5999: Services And Other Operating Expenditures	3,000.00

Expenditures by Budget Reference and Funding Source

Budget Reference	Funding Source	Amount
1000-1999: Certificated Personnel Salaries	LCFF Supplemental Site Allocation	8,762.00
3000-3999: Employee Benefits	LCFF Supplemental Site Allocation	2,191.00
4000-4999: Books And Supplies	LCFF Supplemental Site Allocation	18,527.00
5000-5999: Services And Other Operating Expenditures	LCFF Supplemental Site Allocation	3,000.00
	Other	0.00

Expenditures by Goal

Goal Number	Total Expenditures
Goal 1	15,000.00
Goal 2	500.00
Goal 3	16,980.00

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
Greg Barge	Principal
Laxmi Gandhi	Parent or Community Member
Tricia German	Classroom Teacher
Abby Liske	Parent or Community Member
Melissa Lowndes	Parent or Community Member
Jodie Moorthy	Parent or Community Member
Melinda Mortenson	Classroom Teacher
Mackenzie Nichols	Other School Staff
Meadow Pritchett	Parent or Community Member
Bonnie Rambob	Classroom Teacher

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
(signature)	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 May 28, 2024.

Attested:

Signature	
(signature)	Principal, Greg Barge on May 28, 2024
(signature)	SSC Chairperson, Melissa Lowndes on May 28, 2024

Budget By Expenditures

Earl LeGette Elementary School

Funding Source: LCFF Supplemental Site Allocation   **$32,480.00 Allocated**

Proposed Expenditure	Object Code	Amount	Goal	Action
Continue mindfulness program school wide, to include staff and student training, as well as materials and supplies.	4000-4999: Books And Supplies	$3,527.00	Engaging Academic Programs	
Purchase materials to support the teaching and modelling of respectful communication, character development, and conflict resolution throughout the school community (e.g.character education).	4000-4999: Books And Supplies	$500.00	Engaging Academic Programs	
Plan and purchase materials for a sensory walkway.	4000-4999: Books And Supplies	$1,500.00	Engaging Academic Programs	
Provide resources to hire full-time counselor to support student social/emotional stability and academic preparedness.	1000-1999: Certificated Personnel Salaries	$8,762.00	Engaging Academic Programs	
Monthly parent/principal coffee chats.	4000-4999: Books And Supplies	$500.00	Engaging Academic Programs	
	3000-3999: Employee Benefits	$2,191.00	Engaging Academic Programs	
Increase dialogue between students and teachers around what students want to learn and what environment they find best for learning.	4000-4999: Books And Supplies	$500.00	Clear Pathways to Bright Futures	
Purchase TK-6 literacy materials around letter sounds, phonemic awareness, vocabulary, reading comprehension, and writing.	4000-4999: Books And Supplies	$1,000.00	Connected School Communities	
Purchase TK-6 math supplemental materials.	4000-4999: Books And Supplies	$9,000.00	Connected School Communities	

Earl LeGette Elementary School

Provide support materials for GLAD instruction.	4000-4999: Books And Supplies	$2,000.00	Connected School Communities
Purchase online curricular subscriptions to support student learning.	5000-5999: Services And Other Operating Expenditures	$3,000.00	Connected School Communities
Offer incentives for positive attendance and engagement.	4000-4999: Books And Supplies	$500.00	Healthy Environments for Social-Emotional Growth

LCFF Supplemental Site Allocation Total Expenditures:	$32,980.00
LCFF Supplemental Site Allocation Allocation Balance:	$0.00

Funding Source: Other   **$0.00 Allocated**

Proposed Expenditure	Object Code	Amount	Goal	Action
Student attendance will be closely monitored (monthly), with increased parent notification and in-person conferences to identify barriers to attendance and develop student/family support plans.		$0.00	Healthy Environments for Social-Emotional Growth	
Increase parent and student awareness around course scope and sequence, as well as high school graduation requirements.		$0.00	Clear Pathways to Bright Futures	
Implement and promote college themed spirit days to provide opportunities to explore college/career interests.		$0.00	Clear Pathways to Bright Futures	
Implement 6th grade college and career exploration (e.g. Naviance).		$0.00	Clear Pathways to Bright Futures	

Other Total Expenditures: $0.00

Other Allocation Balance: $0.00

Earl LeGette Elementary School Total Expenditures: $32,980.00