

# School Plan for Student Achievement Template

The instructions and requirements for completing the School Plan for Student Achievement (SPSA) and Additional Targeted Support and Improvement (ATSI) planning requirements follow the template in the [SPSA Template Instructions](#).

School Name	County-District-School (CDS) Code	School Site Council (SSC) Approval Date	Local Board Approval Date
Ledesma Elementary School	43 69625 6116081	5/16/24	June 20, 2024

## Plan Description

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

The SPSA describes Rita Ledesma Elementary School's schoolwide programs and strategies designed to support learning for all students and improve their academic and social success. The school staff works closely with educational partners throughout the school and analyzes student performance data on an ongoing basis to pinpoint areas of need and provide targeted support. Five goals, outlined below, have been identified as the focus within the Oak Grove School District's three year LCAP plan to improve outcomes for all students. Ledesma is a 21st century school that fosters collaborative and engaging academic experiences. Ledesma is a safe and nurturing environment that provides the foundation of academic growth, while preparing students to excel throughout their future. The expenditures and strategies outlined in the Rita Ledesma SPSA support this mission and the district goals outlined below.

Goal 1 - All students will be proficient in meeting and/or exceeding all Common Core State Standards.

Goal 2 - We will accelerate the academic achievement toward meeting or exceeding standards for English Learners (EL), low socioeconomic disadvantaged students, Foster Youth, and students of color, as well as increase the language proficiency for EL.

Goal 3 - We will provide an inclusive learning environment for students with disabilities to best support social, emotional and academic development.

Goal 4 - School and classroom environments support learning, creativity, safety, and engagement.

Goal 5 - We will actively engage parents and community members in supporting the implementation of CCSS instruction and providing input to program decisions.

## Educational Partner Involvement

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

### Involvement Process for the SPSA and Annual Review and Update

*Efforts to solicit educational partner input in the 2024-25 Ledesma School Plan (SPSA), the use of federal categorical monies as it relates to the School Plan for Student Achievement and the Learning Continuity and Attendance Plan, began in April and continued regularly throughout the development process. Engaging in outreach and surveying stakeholders has provided and continues to provide invaluable input to inform the school's planning for the 20223/2024 school year.*

### Involvement Process for the SPSA and Annual Review and Update

Input Sessions with stakeholders included:

School Site Council  
April 18, 2024

Leadership Team Input  
April 9, 2024

Rita Ledesma Staff Survey  
April 29 - May 3, 2024

The School Site Council approved the SPSA on May 16, 2024

# Resource Inequities

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

Resource equity refers to the allocation and use of resources (people, time, and money) to create student experiences that enable all children to reach empowering and rigorous learning outcomes—no matter their race or income.

Based on our five goals outlined in this plan some identified resource inequities to better support student needs for Ledesma include:

## People:

- \*To support targeted at-promise students through academic and behavioral interventions and learning academies (Goal 1 & 2)
- \*To support small targeted student groups through push-in/pull-out interventions (such as guided reading groups and intervention math blocks), with an emphasis on our English Language Learners, Hispanic subgroup, and our students with disabilities in both math and reading(Goal 1 & 2)

## Funding:

- \*To support staff release days aligned to site-based instructional initiatives such as writer’s workshop, technology integration, SEAL and SEL efforts (Goal 2)
- \*To improve 21st century skills for students, through the integration of edtech related programs and platforms (Goal 4)
- \*To support SEL efforts for all students both during the instructional day as well as during recess and lunchtime to support increased mental health and a reduction in suspension rate (examples to include our school Wellness Center, “Chill Room”, and character trait program) (Goal 5)
- \*To incentivize our school attendance initiatives in an effort to support students and families with attending school each day (Goal 5)

## Technology:

- \*To ensure classrooms are 21st century learning spaces through the integration of hardware (projectors, printers, chromebooks, etc.) and flexible classroom design (furniture, design)( Goal 1)

# Comprehensive Needs Assessment

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.

Data shows that students with disabilities are performing below their regular education peer group in both math and language arts. The 2023 CA Dashboard level for this student group was red (very low) in both ELA and Math, which indicates a need for increased academic support for students with IEPs. Reviewing the data with our School Site Council, our Special Education teachers, and support staff, it has been determined that we will provide increased focus and attention to math and reading IEP goals as well as increased collaboration opportunities between regular education teachers and our support staff to ensure alignment of support for students with disabilities.

Data shows that our Hispanic and English Learner student groups are performing below other demographic groups in ELA and Hispanic students in math. The 2023 CA Dashboard level for these student groups was orange (low), which indicates a need for increased ELA and math support. Reviewing the data with our School Site Council and our staff, it has been determined that we will provide small group in-class math support with an emphasis on strategies to support ELs, professional development and teacher collaboration time to build proficiency in our newly adopted math curriculum, and Tier 2 math and foundational literacy academic interventions.

Data shows that all student groups are experiencing very high rates of chronic absenteeism. The 2023 CA Dashboard level overall was red (very low), which indicates a need for increased attention to student attendance for all student subgroups. Specifically the student group that was also red was Hispanic students and the following student groups were at orange: Asian, Filipino, White, Two or more races, English Learners, and Students with Disabilities. Reviewing the data with our School Site Council and our staff, it has been determined that we will continue to incentivize student and class level attendance, implement Super Saturdays to allow for attendance makeups, and utilize the SARB process fully to provide attendance support and accountability.

Data shows that all student groups are experiencing high rates of school suspension. The 2023 CA Dashboard level overall was orange (low), which indicates a need for increased attention to suspension rates for all student subgroups. Specifically, Students with Disabilities were at red and the following student groups were at orange on the Dashboard: Hispanic, White and Socioeconomically Disadvantaged. Reviewing the data with our School Site Council and our staff, it has been determined that we will continue to implement our schoolwide PBIS model including a focus on progressive disciplinary methods including alternatives to suspension, along with our character traits of the month.

Data shows that our rate of English Learners showing progress toward English Language proficiency is low. The 2023 CA Dashboard level for this indicator was orange (low), which indicates a need for increased attention to English Learner instruction and support. Reviewing the data with our School Site Council and our staff, it has been determined that we will provide continued EL support with an emphasis on SEAL strategies for students in grades TK-3 and instructional focus with corresponding teacher professional development on research-based school wide English Learner strategies to support oral language development.

# Goals, Strategies/Activities, and Expenditures

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

## Goal # 1

Goal #	Description
Goal 1	All students will be proficient in meeting and/or exceeding all Common Core State Standards. All teachers are implementing Common Core standards, strategies, and materials.

## 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

With the implementation of CCSS and SBAC, we are finding that our students are showing gaps in foundational literacy skills and foundational math skills, particularly our English Language Learners, Hispanic subgroup and students with disabilities per our state dashboard data. We plan to focus our coaching on balanced literacy skills and foundational literacy skills. We will provide professional development time in the form of release of days to allow teachers the opportunity to collaborate and plan around the integration of common core curriculum with research based instructional practices to support all students. Supplemental curriculum and supplies will be purchased to support whole class, small group or individual intervention to enhance the achievement and close the educational gap between foundational literacy and math skills. Homework Centers in the form of before or after school academies for students not meeting or exceeding standards may be provided. Teachers may attend professional development conferences that provide resources and school wide professional development practices that support all students with a focus on students not meeting or exceeding standards.

## 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
<b>SBAC Scores-ELA</b>	50% in 2022/2023 2023/2024 data available in August 2024	53%
<b>SBAC Scores-Math</b>	55% in 2022/2023 2023/2024 data available in August 2024	58%
<b>CA Dashboard Academic Indicator-ELA</b>	Yellow	Green
<b>CA Dashboard Academic Indicator-Math</b>	Green	Blue
<b>Local ELA Benchmark Assessments (iReady Mid-Year)</b>	59% proficient/advanced	70% proficient/advanced
<b>Local Math Benchmark Assessments (iReady Mid-Year)</b>	49% proficient/advanced	60% proficient/advanced
<b>Annual Teacher and Student (Grades 3-8) Technology Survey</b>	<p>Students in grade 3-8 who use technology weekly at school 2022-23: 91%</p> <p>Students in grades 3-8 who use technology daily at school 2022-23: 79%</p> <p>Teachers who report students use technology on a daily basis 2022-23: 83%</p>	<p>Students in grade 3-8 who use technology weekly at school 2023-24: <b>100%</b></p> <p>Students in grades 3-8 who use technology daily at school 2023-24: <b>90%</b></p> <p>Teachers who report students use technology on a daily basis 2023-24: <b>85%</b></p>
<b>Student Access to Core Subject Areas Using 21st-Century Skills</b>	<p><b>73%</b> of students report using technology to work or collaborate with others.</p> <p><b>61%</b> of students report using technology to communicate with others.</p> <p><b>47%</b> of students report using technology to solve problems or help with their critical thinking in class.</p> <p><b>74%</b> of students report using technology to be creative.</p>	<p><b>90%</b> of students report using technology to work or collaborate with others.</p> <p><b>60%</b> of students report using technology to communicate with others.</p> <p><b>80%</b> of students report using technology to solve problems or help with their critical thinking in class.</p> <p><b>80%</b> of students report using technology to be creative.</p>

# Strategies/Activities

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

## Strategies/Activities Table

Strategy/ Activity #	Description	Students to be Served	Proposed Expenditures	Funding Source(s)
#1	Provide 2 common planning days for all teachers with a focus on: <ul style="list-style-type: none"> <li>● Increasing proficiency in math &amp; reading for students with disabilities</li> <li>● Increasing math performance for our Hispanic student subgroup</li> <li>● Increasing our support for English Language Learners to increase the number of students reclassifying as English Proficient.</li> </ul>	Hispanic Students English Learners Students with Disabilities	\$8,840	LCFF
#2	Purchase Wordly Wise materials to support with upper grade grammar and vocabulary development.	Hispanic Students English Learners Students with Disabilities	\$1,500	LCFF
#3	Purchase instructional supplies, materials, print shop resources, and supplemental items/resources for teachers to support and differentiate instruction for students to attain a goal of at standard or above standard in ELA and Math.	Hispanic Students English Learners Students with Disabilities	\$10,983  \$1,024	LCFF  Parcel tax
#4	Purchase general office supplies and provide access to the print shop for general office printing needs	All students	\$4,025	Site Discretionary

#5	Provide small group instructional intervention academies before or after school for targeted students as determined by formative and summative assessment data.	Unduplicated Students Hispanic Students English Learners Students with Disabilities	\$10,000	Extended Learning Grant
#6	Provide funding for leadership team members to utilize for ongoing PLC efforts that could include time spent on creating communications, developing agendas, analyzing data, or other related items beyond the scope of the contracted work time	All students	\$1,000	LCFF
#7	Purchase classroom and school-related technology equipment including but not limited to: <ul style="list-style-type: none"> <li>● Chromebooks</li> <li>● Projectors and bulbs</li> <li>● Printers and ink</li> <li>● Monitors</li> <li>● Speakers</li> </ul>	All students	\$5,000	LCFF
#8	Provide copy and laminator servicing as needed	All students	\$3,300	Parcel Tax
#9	Distribute and organize district-provided Chromebooks. Promote the use of EdTech office hours, EdTech staff meetings, and IT Help Desk (for families). Provide office hours and contact information to support families with tech needs.	All students	\$0	LCFF license & pd costs included in Goal 1
#10	Provide centralized edtech programs and platforms to support the teaching and learning of CCSS standards, such G-Suite, Nearpod, typing programs and others, along with corresponding teacher professional development to make effective use of the programs and platforms.	All students	\$0	District funded

# Annual Review

**SPSA Year Reviewed: 2023/2024**

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.

## Goal Analysis

An analysis of how this goal was carried out in the previous year.

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

From 2022/2023 to 2023/2024 we witnessed a decrease in our academic proficiency rates, including our students with disabilities and Hispanic subgroups, as identified through SBAC, in both math and language arts. Local assessment data collected throughout the 2023/2024 school year has been promising as our projected proficiency rates per iReady show potential increases of +16% in reading and +6% in math. Consistency of implementation of technology and educational technology programs is needed to ensure effective student support toward proficiency in common core state standards.

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

Our contract with Momentum to support Writer's Workshop did not come to fruition, and will be eliminated for the 2024/2025 school year. In addition, PLC facilitation funds will likely be reduced this year as the timesheets submitted for these funds has been less than the projected allocation.

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.

Allocating funds to provide Tier 2 academic support is planned to support efforts in this goal area. These funds will come through discontinuing our relationship with Momentum and reducing the allocation of extra funds for PLC facilitation needs in activities 2 and 6 in Goal area 1, along with discontinuing the contract for the Second Step program found in activity 6 in Goal area 5.

## Goal # 2

Goal #	Description
Goal 2	We will accelerate the academic achievement toward meeting or exceeding standards for English Learners (EL), low socioeconomic disadvantaged students, Foster Youth, and students of color, as well as increase the language proficiency for EL.

## 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.

English Learners at Ledesma are not performing at an equal rate in comparison to our non EL students. In addition data from our dashboard indicates that ELs are not reclassifying at an acceptable rate, and this indicator is orange (low). Planned supports include professional development for teachers around high-yield, research-based instructional strategies to support English Language Learners and all students (emphasizing socioeconomically disadvantaged, Foster youth, and students of color) with language acquisition and language development in whole group and small group settings. Reenvisioning the classroom as a student-centered, 21st century equipped, flexible learning space is another goal. All students deserve the opportunity to learn in a technology rich environment, and all teachers require the pedagogical understanding along with the tools and support to successfully teach in such an environment.

## 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.

<b>Metric/Indicator</b>	<b>Baseline/Actual Outcome-2023/2024</b>	<b>Expected Outcome-2024/2025</b>
<b>English Learner Reclassification Rate</b>	11%	25%
<b>Long Term English Learner (LTEL) Rate</b>	3%	1%
<b>Local ELA Benchmark Assessments for Student Groups (iReady Mid-Year)</b>	15%	30%
<b>Local Math Benchmark Assessments for Student Groups (iReady Mid-Year)</b>	21%	45%
<b>CA Dashboard Academic Indicator</b>	ELPI Status=Orange	ELPI Status=Yellow

## **Strategies/Activities**

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

## Strategies/Activities Table

Strategy/ Activity #	Description	Students to be Served	Proposed Expenditures	Funding Source(s)
1	Work with the English Learner Teacher Partner to help coach, model, or support instruction for staff and or students who need Tier 2 intervention in academics, based on SBAC and iReady data.	Latino students, socioeconomically disadvantaged students and English language learners	\$0	District funded
2	Utilize district provided RAZ Kids and Reading A to Z licenses to support low performing students, socioeconomically disadvantaged and Latino students.	Latino students, socioeconomically disadvantaged students and English language learners	\$0	Reading A to Z license costs in Goal 1
3	Provide small group instructional intervention for English Language Learners & newcomers to be delivered by the EL IA.	Latino students, socioeconomically disadvantaged students and English language learners	\$0	Extended Learning Grant referenced in Goal 1
4	Provide time to plan for EL instruction and analysis of EL data during teacher release days	Latino students, socioeconomically disadvantaged students and English language learners	\$0	Funding outlined in Goal 1
5	Provide professional development during staff meeting time and AB days focused on EL instructional strategies	Latino students, socioeconomically disadvantaged students and English language learners	\$0	No site cost associated with this strategy

# 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 left blank and completed at the end of the year after the plan has been executed.

## Goal Analysis

An analysis of how this goal was carried out in the previous year.

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

Acceleration of academic achievement for English Learners was not effective as 14% of ELs scored proficient on our midyear iReady reading assessments as compared to 66% for all other students while 21% of ELs scored proficient on our midyear math assessments as compared to 54% for all other students. Reclassification efforts were positive as our long term English Learner numbers decreased from 22% to 3% from 2022/2023 to 2023/2024. Our Reading Interventionist program was vitally important to any reading gains witnessed for Tier 3 students.

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

Coaching efforts from our ELTP to support teachers with EL strategies were ineffective and underutilized. In addition, we witnessed a decrease in the amount of before/after school academic academies offered to support ELs.

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.

Renewed efforts will be made to refine our grade level planning days, cycles of inquiry, and classroom walkthrough feedback to greater emphasize the effectiveness of English Learner instructional strategies. These changes will be found in the activities listed in both Goals 1 and 2. Next year we will not be continuing with our Reading Interventionist position, which was a district funded resource, which will be noted in activity 4 in goal area 2.

## Goal # 3

Goal #	Description
Goal 3	We will provide an inclusive learning environment for students with disabilities to best support social, emotional and academic development.

### 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.

As a site, our data shows that our students with disabilities are lower than other student groups on the CA Dashboard in both math and language arts (red or very low). Planned support in this area will come in the form of teacher professional development time and teacher collaboration time to identify students in need, develop actionable plans, and have the opportunity to monitor and adjust instruction based on careful data review. Instructionally, small group support will be developed and provided for students in need in the form of intervention blocks and potentially through before/after school academies. Students with disabilities are red (very low) on the CA Dashboard for suspensions per the most recent data. As a school, we'll continue to emphasize our PBIS efforts and further develop our monthly character trait program for all students, with increased attention on students with disabilities.

### 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
Local ELA Benchmark Assessments for Special Education (iReady Mid-Year)	23% Proficient/Advanced	45%
Local Math Benchmark Assessments for Special Education (iReady Mid-Year)	10% Proficient/Advanced	30%
CA Dashboard Academic Indicator for ELA	Reading Indicator for SWD= Red	Reading Indicator for SWD= Orange
CA Dashboard Academic Indicator for Math	Math Indicator for SWD=Red	Math Indicator for SWD=Orange
Inclusion Data of Students with Disabilities	% of students in reg class $\geq 80\%$ =61.22%	% of students in reg class $\geq 80\%$ =70%

## Strategies/Activities

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

## Strategies/Activities Table

Strategy/ Activity #	Description	Students to be Served	Proposed Expenditures	Funding Source(s)
#1	<p>Hold weekly site support staff meetings that include the principal, resource specialist speech and language pathologist, psychologist, and social worker interns in order to:</p> <ul style="list-style-type: none"> <li>• Collaborate on action items to support students with IEPs</li> <li>• Collaborate regarding upcoming assessment requests</li> <li>• Discuss and collaborate around students of academic and behavioral concerns who may not have IEPs, in order to provide support to prevent SpEd referral</li> </ul>	Students with Disabilities and potential students at risk for special education identification	\$0	No site cost associated with this strategy
#2	Schedule and conduct IEP meetings for students with identified needs and goals. Meetings include general education teacher, parent or guardian and all members of the IEP team. Compliance is a priority. Case managers ensure that all teachers who have students with IEPs, BIPS or other individualized plans clearly understand the goals, interventions and who the team is for the child. Case managers and psychologist communicate with general education teachers to provide relevance support designed to support the student.	Students with Disabilities	\$0	No site cost associated with this strategy
#3	Provide planning time to support students with IEPs during our grade-level release time	Students with Disabilities and regular education students	\$0	Funding outlined in Goal 1

# 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 left blank and completed at the end of the year after the plan has been executed.

## Goal Analysis

An analysis of how this goal was carried out in the previous year.

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

This year saw an increase in our overall inclusion efforts, as our mainstreaming efforts for students in our therapeutic classroom rose from 25% ( 2 out of 8 students) taking part in mainstreaming efforts to 63% (5 out of 8 students) taking part in mainstreaming efforts.

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

No major differences to report.

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.

Significant changes will be in store for the 2024/2025 school year, as the therapeutic program will transition from Ledesma to another site within the district. This will also result in the loss of access to our Tier 3 therapy program for targeted regular education students, as the therapist will move along with the program, and will be noted in a revision to activity 3 in this goal area.

## Goal # 4

Goal #	Description
Goal 4	We will actively engage families and community members in supporting the implementation of CCSS instruction, and providing input to program decisions.

## 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.

Ledesma traditionally has low attendance at school level meetings. Parent groups such as School Site Council, HABLA, African American Koffee Klatch, ELAC and HSC meetings typically see less than 25% consistent representation. Large-scale school events such as Back to School Night and Open House are well attended. Incentivizing these events for both parents and students is important. In addition, we'll survey families to identify potential barriers for family engagement and to discover additional engagement strategies. Increasing visits to our school webpage, along with greater attention to our weekly parent square newsletter (Ledesma Ledger) and increased attention to our school Facebook page are goals for the 2024/2025 school year.

## 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-2023/2024	Expected Outcome-2024-2025
<b>Attendance at School Parent Meetings</b>	5-10 parents in attendance at parent meetings	<b>20-30 parents in attendance at each SSC, ELAC, &amp; Habla meeting</b>
<b>Parent Engagement Events/Community Events</b>	60% attendance at Back to School Night & Open House 80% attendance during conferences	<b>75% attendance at Back to School Night &amp; Open House. 100% attendance at student conferences</b>
<b>Parent Square Delivery and Post Data</b>	50% readership of weekly Ledesma Ledgers	<b>75% readership of weekly Ledesma Ledgers</b>

## Strategies/Activities

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

## Strategies/Activities Table

Strategy/ Activity #	Description	Students to be Served	Proposed Expenditures	Funding Source(s)
#1	Provide consistent home/school communications via parent square and Thursday Envelopes including but not limited to: <ul style="list-style-type: none"> <li>• Ledesma Ledger</li> <li>• Classroom messages</li> <li>• School-wide information</li> </ul>	All students, with a focus on students with disabilities and English Learners.	\$0	District provided resources or free community resource
#2	The school secretary and principal will work closely to ensure that our student information system is current and clean. The school secretary and principal will monitor the student information system through data reports as well as data from weekly phone, email, and text communications to families.	All students	\$0	District provided resources or free community resource
#3	Inform families of dates and agendas for various parent meetings and events in home languages via our parent square platform. Meetings include but are not limited to: <ul style="list-style-type: none"> <li>• Parent Information Nights</li> <li>• Family Life Education Night in grades 5</li> <li>• SEAL workshops and gallery walks</li> <li>• Parent offerings with topics generated from stakeholder surveys</li> <li>• SSC &amp; ELAC meetings</li> <li>• Back to School Night</li> <li>• Open House</li> </ul>	All students, with a focus on students with disabilities and English Learners.	\$0	District provided resources or free community resource
#4	Parent meetings will be held virtually through Google Meets or in person. The principal, secretary, and community liaison will reach out to families to via parent square messages and alerts. We will continue to monitor the percentage of families that are connected and have accurate information on file with a goal of 100%.	All students	\$0	District funded

# 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 left blank and completed at the end of the year after the plan has been executed.

## Goal Analysis

An analysis of how this goal was carried out in the previous year.

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

Strategies and activities showed growth toward our overall goal of actively engaging parents and community members. The school saw a renewed interest in engagement activities including a Koffee Klatch representative, a previously vacant position. In addition, our HSC saw an uptick in involvement and we witnessed a return of some vital school wide events such as our Carnival. We witnessed an increase in our number of parents and families attending our Back to School Night and Open House, as well as an increase in the percentage of families participating in our various surveys.

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

No differences to report.

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.

Continued efforts will be made regarding activity 4, to return to in-person parent engagement meetings. This year the only in-person events were large scale such as Open House and Back to School Night.

## Goal # 5

Goal #	Description
Goal 5	School and classroom environments support learning, creativity, safety, and engagement.

### 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.

Foster youth, students with disabilities, Hispanic, and white students are identified as red or orange through the California Dashboard with regard to suspension rate. Ongoing support efforts to affect change in this area include attention and focus on our PBIS model, the implementation of our monthly character trait program, implementation of morning meetings and restorative circles, as well as research on alternatives to suspension. In addition, the chronic absenteeism rate at Ledesma is red or very low per our state dashboard data for all students. Continued emphasis on our SARB process, as well as renewed efforts on incentivizing attendance through class and grade level goals will be employed to address this area of concern. Our school Wellness Center will remain in place to support students in need of a “reset” during the day, and we’re in the process of establishing a “Chill Room” for students to have alternative spaces during the recess and lunch periods, all in efforts to support student mental health.

### 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-2023/2024	Expected Outcome-2024/2025
<b>Attendance Annual Average</b>	95.6% (months 1-4)	97% (months 1-4)
<b>Chronic Absenteeism for all students</b>	23.9%	18%
<b>Suspension Rate for all students</b>	3.1%	1.5%
<b>Expulsion Rate</b>	0%	0 students
<b>Student Safety Survey</b>	93.6% of 5th & 6th graders report feeling safe at school	95% of students in 5th & 6th grades will feel safe at school
<b>Student Connectedness and Belonging</b>	79.6% of 5th & 6th graders report feeling connected to an adult at school	85% of 5th & 6th graders will feel connected at school

## Strategies/Activities

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

### Strategies/Activities Table

Strategy/ Activity #	Description	Students to be Served	Proposed Expenditures	Funding Source(s)
#1	Implement, monitor, and provide professional development to site teams on the main tenets and practices of (PBIS) Positive Behavioral Interventions and Supports. Ongoing PBIS district support includes professional development for the school mentor, relevant training for teachers and staff, attendance at PBIS-related conferences, and support with annual PBIS data tracking; all to support all student demographics and subgroups.	All students, students with disabilities, english learners, foster youth or socioeconomically disadvantaged (SED) students will be served.	\$0	District provided resources or free community resource
#2	<p>Implement, monitor, and provide attendance Interventions and Support to all families with an emphasis on students with disabilities, English learners, foster youth, or socioeconomically disadvantaged (SED) including but not limited to:</p> <ul style="list-style-type: none"> <li>● Share monthly attendance reports with staff, parents, and community members during school monthly meetings.</li> <li>● Community outreach to families that have chronic absences as shown in monthly attendance reports.</li> <li>● Develop 1-2 Super Saturday Attendance Recovery Lead Teacher(s) at the site to support the implementation through data analysis.</li> <li>● Personally invite families to Super Saturday Attendance Recovery Classes.</li> <li>● Provide one Professional development to the Lead Super Saturday Attendance Recovery teachers.</li> </ul>	All students, students with disabilities, English Learners, foster youth or socioeconomically disadvantaged (SED) Asian Filipino Hispanic White Two or more races Students with disabilities will be served.	\$0	District provided resources or free community resource
#3	Provide district and community resources such as Community Liaison, social workers, and mental health counselors. Train staff and families on how to access the mental health referral forms. Students needing extra social and/or emotional support can be referred to the school Mental Health Counselor.	All students	\$0	District funded

#4	Enhance site-based efforts to establish and maintain a warm, welcoming school environment that supports the socio-emotional well-being of all students and staff including, but not limited to: <ul style="list-style-type: none"> <li>● Monthly PBIS-centered themes and student recognitions</li> <li>● Monthly read-aloud related to PBIS themes and character traits</li> <li>● Morning meetings and restorative circles</li> <li>● Nearpod SEL modules</li> <li>● Pawsitive Behavior slips and weekly awards</li> <li>● Student plays that reinforce appropriate student behaviors</li> </ul>	All students	\$1,200	LCFF
#5	Maintain the health and safety of all students and staff, and ensure a healthy school environment via the resources and materials provided by our custodial and health clerk, such as PPE, cleaning supplies, medical supplies, sanitizer, etc.	All students	\$7050	Site discretionary funds
#6	Provide ongoing counseling support to students on-site to support them with ongoing concerns	All students	\$0	District funded
#7	Provide social work interns and a school Wellness Center and coordinator to support students with “in the moment” related mental health needs and require attention and an opportunity for a reset, such as: <ul style="list-style-type: none"> <li>● Anxiety</li> <li>● Grieving</li> <li>● Stress</li> <li>● Peer-related pressures</li> <li>● Conflict Resolution</li> </ul>	All students	\$5,000	LCFF
#8	Provide Visual & Performing Arts instruction in the form of district-provided itinerant art teachers	All students	\$49,652	Prop 28 funding

#9	Provide art-related materials and supplies to support Visual & Performing Arts instruction	All students	\$12,413	Prop 28 funding
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## 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 left blank and completed at the end of the year after the plan has been executed.

### Goal Analysis

An analysis of how this goal was carried out in the previous year.

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

Schoolwide efforts to foster classroom environments that support learning, creativity, safety, and engagement were successful overall, as we continue to monitor our chronic absenteeism and suspension rates for all students. We witnessed an increase in student connectedness per our student SCB Survey from 67% in 2022/2023 to 79.6% for the 2023/2024 school year.

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

The establishment of our school Wellness Center was a major difference to note regarding this goal area. Wellness Center efforts were facilitated by our Social Work Intern, funded in large part by district funds. In addition, we utilized Extended Learning Opportunity Grant funding to extend the time for our intern to support the Wellness Center.

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.

For the 2024/2025 school year we will not be continuing to fund the Second Step SEL program for all teachers. This program was very underutilized and will result in \$2719 in savings from our LCAP allotment.

## Budget Summary

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

### Budget Summary Table

DESCRIPTION	AMOUNT
Total Funds Provided to the School Through the ConApp	
Total Funds Budgeted for Strategies to Meet the Goals in the SPSA	\$120,987

### 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 (\$)
[List federal program here]	[\$[Enter amount here]]
[List federal program here]	[\$[Enter amount here]]
[List federal program here]	[\$[Enter amount here]]
[List federal program here]	[\$[Enter amount here]]
[List federal program here]	[\$[Enter amount here]]

Subtotal of additional federal funds included for this school: NA

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 (\$)
LCAP	\$33,523
Site Discretionary Funds	\$11,075
Parcel Tax	\$4,324
Extended Learning Opportunity Grant	\$10,000
Prop 28 Funding	\$62,065

Subtotal of state or local funds included for this school: \$120,987

Total of federal, state, and/or local funds for this school: \$120,987

# Instructions

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.

For questions related to specific sections of the template, please see instructions below.

## Instructions: Table of Contents

The SPSA template meets the requirements of schoolwide planning (SWP). Each section also contains a notation of how to meet federal ATSI planning requirements.

- [Plan Description](#)
- [Educational Partner Involvement](#)
- [Resource Inequities](#)
- [Comprehensive Needs Assessment](#)
- [Goals, Strategies/Activities, and Expenditures](#)
- [Annual Review](#)
- [Budget Summary](#)
- [Appendix A: Plan Requirements for Title I Schoolwide Programs](#)
- [Appendix B: Plan Requirements for School to Meet Federal School Improvement Planning Requirements](#)
- [Appendix C: Select State and Federal Programs](#)

For additional questions or technical assistance related to LEA and school planning, please contact the CDE's Local Agency Systems Support Office, at [LCFF@cde.ca.gov](mailto:LCFF@cde.ca.gov).

For programmatic or policy questions regarding Title I schoolwide planning, please contact the LEA, or the CDE's Title I Policy and Program Guidance Office at [TITLEI@cde.ca.gov](mailto:TITLEI@cde.ca.gov).

For questions or technical assistance related to meeting federal school improvement planning requirements (for Comprehensive Support and Improvement [CSI], Targeted Support and Improvement [TSI], and ATSI), please contact the CDE's School Improvement and Support Office at [SISO@cde.ca.gov](mailto:SISO@cde.ca.gov).

## Plan Description

Briefly describe the school's plan for effectively meeting ESSA's planning requirements for ATSI in alignment with the LCAP and other federal, state, and local programs.

### Additional ATSI Planning Requirements:

- Schools eligible for ATSI must briefly describe the purpose of this plan by stating that this plan will be used to meet federal ATSI planning requirements.

## Educational Partner Involvement

Meaningful involvement of parents, students, and other stakeholders is critical to the development of the SPSA and the budget process. Within California, these stakeholders

are referred to as educational partners. Schools must share the SPSA with school site-level advisory groups, as applicable (e.g., English Learner Advisory committee, student advisory groups, tribes and tribal organizations present in the community, as appropriate, etc.) and seek input from these advisory groups in the development of the SPSA.

The Educational Partner Engagement process is an ongoing, annual process. Describe the process used to involve advisory committees, parents, students, school faculty and staff, and the community in the development of the SPSA and the annual review and update.

**Additional ATSI Planning Requirements:**

- This section meets the requirements for ATSI.

## **Resource Inequities**

This section is required for all schools eligible for ATSI.

**Additional ATSI Planning Requirements:**

- Schools eligible for ATSI must identify resource inequities, which may include a review of LEA- and school-level budgeting as a part of the required school-level needs assessment.
- Identified resource inequities must be addressed through implementation of the ATSI plan.
- Briefly identify and describe any resource inequities identified as a result of the required school-level needs assessment and summarize how the identified resource inequities are addressed in the SPSA.

## **Comprehensive Needs Assessment**

Referring to the California School Dashboard (Dashboard), identify: (a) any state indicator for which overall performance was in the “Red” or “Orange” performance category AND (b) any state indicator for which performance for any student group was two or more performance levels below the “all student” performance. In addition to Dashboard data, other needs may be identified using locally collected data developed by the LEA to measure pupil outcomes.

Completing this section fully addresses all relevant federal planning requirements for ATSI.

# Goals, Strategies/Activities, and Expenditures

In this section, a school provides a description of the annual goals to be achieved by the school. This section also includes descriptions of the specific planned strategies/activities a school will take to meet the identified goals, and a description of the expenditures required to implement the specific strategies and activities.

## Additional ATSI Planning Requirements:

- When completing this section to meet federal planning requirements for ATSI, improvement goals must also align with the goals, actions, and services in the LEA's LCAP.

## Goal

Well-developed goals will clearly communicate to educational partners what the school plans to accomplish, what the school plans to do in order to accomplish the goal, and how the school will know when it has accomplished the goal. A goal should be specific enough to be measurable in either quantitative or qualitative terms. Schools should assess the performance of their student groups when developing goals and the related strategies/activities to achieve such goals. SPSA goals should align to the goals and actions in the LEA's LCAP.

A goal is a broad statement that describes the desired result to which all strategies/activities are directed. A goal answers the question: What is the school seeking to achieve?

It can be helpful to use a framework for writing goals such as the S.M.A.R.T. approach. A S.M.A.R.T. goal is:

- **S**pecific,
- **M**easurable,
- **A**chievable,
- **R**ealistic, and **T**ime-bound.

A level of specificity is needed in order to measure performance relative to the goal as well as to assess whether it is reasonably achievable. Including time constraints, such as milestone dates, ensures a realistic approach that supports student success.

A school may number the goals using the "Goal #" for ease of reference.

## Identified Need

Describe the basis for establishing the goal. The goal should be based upon an analysis of verifiable state data, including local and state indicator data from the Dashboard and

data from the School Accountability Report Card, including local data voluntarily collected by districts to measure pupil achievement.

**Additional ATSI Planning Requirements:**

- Completing this section as described above fully addresses all relevant federal ATSI planning requirements.

**Annual Measurable Outcomes**

Identify the metric(s) and/or state indicator(s) that the school will use as a means of evaluating progress toward accomplishing the goal. A school may identify metrics for specific student groups. Include in the baseline column the most recent data associated with the metric or indicator available at the time of adoption of the SPSA. The most recent data associated with a metric or indicator includes data reported in the annual update of the SPSA. In the subsequent Expected Outcome column, identify the progress the school intends to make in the coming year.

**Additional ATSI Planning Requirements:**

- When completing this section for ATSI, the school must include metrics related to the specific student group(s) that led to the school’s ATSI eligibility.

**Strategies/Activities Table**

Describe the strategies and activities being provided to meet the goal.

Complete the table as follows:

- Strategy/Activity #: Number the strategy/activity using the “Strategy/Activity #” for ease of reference.
- Description: Describe the strategy/activity.
- Students to be Served: Identify in the Strategy/Activity Table either All Students or one or more specific student groups that will benefit from the strategies and activities. ESSA Section 1111(c)(2) requires the schoolwide plan to identify either “All Students” or one or more specific student groups, including socioeconomically disadvantaged students, students from major racial and ethnic groups, students with disabilities, and English learners.
- Proposed Expenditures: List the amount(s) for the proposed expenditures.

Proposed expenditures that are included more than once in a SPSA should be indicated as a duplicated expenditure and include a reference to the goal and strategy/activity where the expenditure first appears in the SPSA. Pursuant to EC Section 64001(g)(3)(C), proposed expenditures, based on the projected resource

allocation from the governing board or governing body of the LEA, to address the findings of the needs assessment consistent with the state priorities including identifying resource inequities which may include a review of the LEA's budgeting, its LCAP, and school-level budgeting, if applicable.

- **Funding Sources:** List the funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal, identify the Title and Part, as applicable), Other State, and/or Local.

Planned strategies/activities address the findings of the comprehensive needs assessment consistent with state priorities and resource inequities, which may have been identified through a review of the LEA's budgeting, its LCAP, and school-level budgeting, if applicable.

### **Additional ATSI Planning Requirements:**

- When completing this section for ATSI, this plan must include evidence-based interventions and align with the goals, actions, and services in the LEA's LCAP.
- When completing this section for ATSI, this plan must address through implementation, identified resource inequities, which may have been identified through a review of LEA- and school-level budgeting.
- When completing this section for ATSI, at a minimum, the student groups to be served shall include the student groups that are consistently underperforming, for which the school received the ATSI designation.

**Note:** *Federal school improvement funds for CSI shall not be used in schools identified for ATSI. Schools eligible for ATSI do not receive funding but are required to include evidence-based interventions and align with the goals, actions, and services in the LEA's LCAP.*

## **Annual Review**

In the following Goal Analysis prompts, identify any material differences between what was planned and what actually occurred as well as significant changes in strategies/activities and/or expenditures from the prior year. This annual review and analysis should be the basis for decision-making and updates to the plan.

### **Goal Analysis**

Using actual outcome data, including state indicator data from the Dashboard, analyze whether the planned strategies/activities were effective in achieving the goal. Respond to the prompts as instructed. Respond to the following prompts relative to this goal.

- Describe the overall implementation and effectiveness of the strategies/activities to achieve the articulated goal.
- Briefly describe any major differences between the intended implementation and/or material difference between the budgeted expenditures to implement the strategies/activities to meet the articulated goal.
- Describe any changes that will be made to the goal, expected annual measurable outcomes, metrics/indicators, or strategies/activities to achieve this goal as a result of this analysis and analysis of the data provided in the Dashboard, as applicable. Identify where those changes can be found in the SPSA.

**Note:** *If the school is in the first year of implementing the goal, the Annual Review section is not required and this section may be left blank and completed at the end of the year after the plan has been executed.*

**Additional ATSI Planning Requirements:**

- When completing this section for ATSI, any changes made to the goals, annual measurable outcomes, metrics/indicators, or strategies/activities, shall meet the federal ATSI planning requirements.
- ATSI planning requirements are listed under each section of the Instructions. For example, as a result of the Annual Review and Update, if changes are made to a goal(s), see the Goal section for ATSI planning requirements.

## Budget Summary

In this section, a school provides a brief summary of the funding allocated to the school through the ConApp and/or other funding sources as well as the total amount of funds for proposed expenditures described in the SPSA. The Budget Summary is required for schools funded through the ConApp.

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

**Additional ATSI Planning Requirements:**

**Note:** *Federal funds for CSI shall not be used in schools eligible for ATSI.*

## Budget Summary Table

A school receiving funds allocated through the ConApp should complete the Budget Summary Table as follows:

- **Total Funds Provided to the School Through the ConApp:** This amount is the total amount of funding provided to the school through the ConApp for the school year. The school year means the fiscal year for which a SPSA is adopted or updated.
- **Total Funds Budgeted for Strategies to Meet the Goals in the SPSA:** This amount is the total of the proposed expenditures from all sources of funds associated with the strategies/activities reflected in the SPSA. To the extent strategies/activities and/or proposed expenditures are listed in the SPSA under more than one goal, the expenditures should be counted only once.

# Appendix A: Plan Requirements for Title I Schoolwide Programs

## Schoolwide Program Requirements

This School Plan for Student Achievement (SPSA) template meets the requirements of a schoolwide program plan. The requirements below are for planning reference.

A school that operates a schoolwide program and receives funds allocated through the ConApp is required to develop a SPSA. The SPSA, including proposed expenditures of funds allocated to the school through the ConApp, must be reviewed annually and updated by the Schoolsite Council (SSC). The content of a SPSA must be aligned with school goals for improving student achievement.

## Requirements for Development of the Plan

- I. The development of the SPSA shall include both of the following actions:
  - A. Administration of a comprehensive needs assessment that forms the basis of the school's goals contained in the SPSA.
    1. The comprehensive needs assessment of the entire school shall:
      - a. Include an analysis of verifiable state data, consistent with all state priorities as noted in Sections 52060 and 52066, and informed by all indicators described in Section 1111(c)(4)(B) of the federal Every Student Succeeds Act, including pupil performance against state-determined long-term goals. The school may include data voluntarily developed by districts to measure pupil outcomes (described in the Identified Need).
      - b. Be based on academic achievement information about all students in the school, including all groups under §200.13(b)(7) and migratory children as defined in section 1309(2) of the ESEA, relative to the State's academic standards under §200.1 to:
        - i. Help the school understand the subjects and skills for which teaching and learning need to be improved.
        - ii. Identify the specific academic needs of students and groups of students who are not yet achieving the State's academic standards.

- iii. Assess the needs of the school relative to each of the components of the schoolwide program under §200.28.
  - iv. Develop the comprehensive needs assessment with the participation of individuals who will carry out the schoolwide program plan.
  - v. Document how it conducted the needs assessment, the results it obtained, and the conclusions it drew from those results.
- B. Identification of the process for evaluating and monitoring the implementation of the SPSA and progress towards accomplishing the goals set forth in the SPSA (described in the Expected Annual Measurable Outcomes and Annual Review and Update).

## Requirements for the Plan

II. The SPSA shall include the following:

- A. Goals set to improve pupil outcomes, including addressing the needs of student groups as identified through the needs assessment.
- B. Evidence-based strategies, actions, or services (described in Strategies and Activities)
  - 1. A description of the strategies that the school will be implementing to address school needs, including a description of how such strategies will:
    - a. Provide opportunities for all children including each of the subgroups of students to meet the challenging state academic standards
    - b. Use methods and instructional strategies that:
      - i. Strengthen the academic program in the school,
      - ii. Increase the amount and quality of learning time, and
      - iii. Provide an enriched and accelerated curriculum, which may include programs, activities, and courses necessary to provide a well-rounded education.
    - c. Address the needs of all children in the school, but particularly the needs of those at risk of not meeting the challenging State academic standards, so that all students

demonstrate at least proficiency on the State's academic standards through activities which may include:

- i. Strategies to improve students' skills outside the academic subject areas;
- ii. Preparation for and awareness of opportunities for postsecondary education and the workforce;
- iii. Implementation of a schoolwide tiered model to prevent and address problem behavior;
- iv. Professional development and other activities for teachers, paraprofessionals, and other school personnel to improve instruction and use of data; and
- v. Strategies for assisting preschool children in the transition from early childhood education programs to local elementary school programs.

C. Proposed expenditures, based on the projected resource allocation from the governing board or body of the LEA (may include funds allocated via the ConApp, federal funds, and any other state or local funds allocated to the school), to address the findings of the needs assessment consistent with the state priorities, including identifying resource inequities, which may include a review of the LEAs budgeting, it's LCAP, and school-level budgeting, if applicable (described in Proposed Expenditures and Budget Summary). Employees of the schoolwide program may be deemed funded by a single cost objective.

D. A description of how the school will determine if school needs have been met (described in the Expected Annual Measurable Outcomes and the Annual Review and Update).

1. Annually evaluate the implementation of, and results achieved by, the schoolwide program, using data from the State's annual assessments and other indicators of academic achievement;
2. Determine whether the schoolwide program has been effective in increasing the achievement of students in meeting the State's academic standards, particularly for those students who had been furthest from achieving the standards; and
3. Revise the plan, as necessary, based on the results of the evaluation, to ensure continuous improvement of students in the schoolwide program.

- E. A description of how the school will ensure parental involvement in the planning, review, and improvement of the schoolwide program plan (described in Educational Partner Involvement and/or Strategies/Activities).
- F. A description of the activities the school will include to ensure that students who experience difficulty attaining proficient or advanced levels of academic achievement standards will be provided with effective, timely additional support, including measures to:
  - 1. Ensure that those students' difficulties are identified on a timely basis; and
  - 2. Provide sufficient information on which to base effective assistance to those students.
- G. For an elementary school, a description of how the school will assist preschool students in the successful transition from early childhood programs to the school.
- H. A description of how the school will use resources to carry out these components (described in the Proposed Expenditures for Strategies/Activities).
- I. A description of any other activities and objectives as established by the SSC (described in the Strategies/Activities).

Authority Cited: Title 34 of the *Code of Federal Regulations (34 CFR)*, sections 200.25-26, and 200.29, and sections-1114(b)(7)(A)(i)-(iii) and 1118(b) of the ESEA. *EC* sections 64001 et. seq.

# Appendix B: Plan Requirements for School to Meet Federal School Improvement Planning Requirements

For questions or technical assistance related to meeting federal school improvement planning requirements, please contact the CDE's School Improvement and Support Office at [SISO@cde.ca.gov](mailto:SISO@cde.ca.gov).

## Additional Targeted Support and Improvement

A school eligible for ATSI shall:

1. Identify resource inequities, which may include a review of LEA- and school-level budgeting, which will be addressed through implementation of its TSI plan (*Sections: Goal, Identified Need, Expected Annual Measurable Outcomes, Planned Strategies/Activities, and Annual Review and Update, as applicable*).

Authority Cited: Sections 1003(e)(1)(B), 1003(i), 1111(c)(4)(B), and 1111(d)(2)(c) of the ESSA.

## Single School Districts and Charter Schools Eligible for ESSA School Improvement

Single school districts (SSDs) or charter schools that are eligible for CSI, TSI, or ATSI, shall develop a SPSA that addresses the applicable requirements above as a condition of receiving funds (*EC Section 64001[a]* as amended by Assembly Bill [AB] 716, effective January 1, 2019).

However, a SSD or a charter school may streamline the process by combining state and federal requirements into one document which may include the local control and accountability plan (LCAP) and all federal planning requirements, provided that the combined plan is able to demonstrate that the legal requirements for each of the plans is met (*EC Section 52062[a]* as amended by AB 716, effective January 1, 2019).

Planning requirements for single school districts and charter schools choosing to exercise this option are available in the LCAP Instructions.

Authority Cited: *EC* sections 52062(a) and 64001(a), both as amended by AB 716, effective January 1, 2019.

## ATSI Resources:

For additional ATSI resources, please see the following CDE links:

- ATSI Planning Requirements (see Planning Requirements tab):  
<https://www.cde.ca.gov/sp/sw/t1/tsi.asp>
- ATSI Planning and Support Webinar:  
<https://www.cde.ca.gov/sp/sw/t1/documents/atsiplanningwebinar22.pdf>
- ATSI Planning Summary for Charters and Single-school Districts:  
<https://www.cde.ca.gov/sp/sw/t1/atsiplansummary.asp>

# Appendix C: Select State and Federal Programs

For a list of active programs, please see the following links:

- Programs included on the ConApp: <https://www.cde.ca.gov/fg/aa/co/>
- ESSA Title I, Part A: School Improvement: <https://www.cde.ca.gov/sp/sw/t1/schoolsupport.asp>
- Available Funding: <https://www.cde.ca.gov/fg/fo/af/>

Updated by the California Department of Education, October 2023



# Ledesma Elementary School

## School Site Council Agenda

Thursday, May 16th, 4:00-5:00

1. Welcome
2. Review 2023/2024 School Plan Goals and Actions
3. Move to approve actions
4. THANK YOU and Adjournment

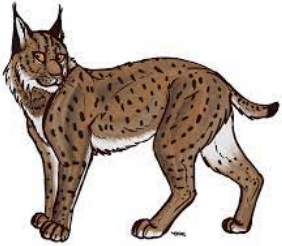


# Ledesma Elementary School

**May 16, 2024**

## **School Site Council Meeting Notes**

Agenda Item	Notes
Opening	<ul style="list-style-type: none"><li>● Mr. Sorich opened the meeting at 4:00</li></ul>
SPSA Goal and Actions Review	<ul style="list-style-type: none"><li>● Mr. Sorich presented and reviewed actions and expenditures</li></ul>
Discussion	<ul style="list-style-type: none"><li>● Yue motioned to approve</li><li>● Seimas 2nd</li><li>● Santos-yes</li><li>● Tina-yes (in absentia)</li><li>● Israel-yes</li><li>● Sorich-yes</li><li>● Dempsey-yes</li><li>● Motion passed 7-0</li></ul>
Closure	<ul style="list-style-type: none"><li>● Meeting was adjourned at 4:35</li></ul>



# **Ledesma Elementary School**

**5/16/24**

## **School Site Council Attendance**

<b>SSC Members present</b>	
P	Jason Sorich, Principal
P	Jennifer Dempsey, Teacher
P	Michelle Israel, Teacher
P	Sandy Santos, Teacher
P	Nancy Yue, Parent
P	John Seimas, Parent