School Year: **2025-26**

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
Norma Coombs Elementary School	19-64881-1932409	May 29, 2025	

Purpose and Description

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
- Comprehensive Support and Improvement
- Targeted Support and Improvement

☒ Additional Targeted Support and Improvement

Briefly describe 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.

Resources will meet all of the required plans for the 2025-2026 school year.

Educational Partner Involvement

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

The SSC approved the SPSA

Resource Inequities

Briefly identify and describe any resource inequities identified as a result of the required needs assessment, as applicable.

Resources will meet all of the planed activities for the 2025 - 2026 school year.

School Vision and Mission

Welcome to Norma Coombs Elementary School (NCES), a Kindergarten through Fifth Grade multi-cultural public school with approximately 500 students enrolled.Our philosophy is unique among Pasadena schools. NCES asks every student to engage actively in the process of learning through exploring, questioning and creative problem-solving. We believe that it's important for our children to develop their own unique voice, demonstrate respect for others and pursue a commitment to society.

School Profile

Currently Norma Coombs has 334 students. 72.5% are socioeconomically disadvantaged, 14.1% are English Leanrers, and 1.8% of students are foster youth. African American students are 16%, Asian students represent 2.5%, Latino students are 62.5%, two or more races are 5.4% and White students are 12% of the student population.

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	0.33%	0%	%	1	0	
African American	13.20%	14.29%	15.87%	40	42	53
Asian	0.99%	1.36%	1.80%	3	4	6
Filipino	1.98%	1.7%	0.60%	6	5	2
Hispanic/Latino	63.70%	67.35%	62.87%	193	198	210
Pacific Islander	%	0%	%	0	0	
White	14.19%	10.2%	11.98%	43	30	40
Multiple/No Response	4.29%	4.08%	5.39%	13	12	18
			Total Enrollment	303	294	334

Student Enrollment
Enrollment By Grade Level

Student Enrollment by Grade Level			
Grade	Number of Students		
	21-22	22-23	23-24
Kindergarten	59	65	54
Grade 1	50	44	49
Grade 2	43	54	52
Grade3	43	39	54
Grade 4	54	43	39
Grade 5	54	49	42
Total Enrollment	303	294	334

Conclusions based on this data:

1. NCES has bounced back with the enrollment after the COVID 19 pandemic

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	57	52	47	16.5%	18.8%	14.1%
Fluent English Proficient (FEP)	42	34	28	11.0%	13.9%	8.4%
Reclassified Fluent English Proficient (RFEP)				12.3%		

Conclusions based on this data:

1. Students are reclassifying, but not a high enough percentage

School and Student Performance Data

CAASPP Results
English Language Arts/Literacy (All Students)

Overall Participation for All Students												
Grade Level	# of Students Enrolled			# of Students Tested			# of Students with Scores			% of Enrolled Students Tested		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
Grade 3	37	37	51	35	36	47	35	36	47	94.6	97.3	92.2
Grade 4	53	41	41	52	40	40	52	40	40	98.1	97.6	97.6
Grade 5	53	49	46	51	49	44	51	49	44	96.2	100.0	95.7
All Grades	143	127	138	138	125	131	138	125	131	96.5	98.4	94.9

The “% of Enrolled Students Tested” showing in this table is not the same as “Participation Rate” for federal accountability purposes.

Overall Achievement for All Students															
Grade Level	Mean Scale Score			% Standard Exceeded			% Standard Met			% Standard Nearly Met			% Standard Not Met		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
Grade 3	2375.	2432.	2385.	14.29	25.00	19.15	14.29	30.56	8.51	14.29	22.22	23.40	57.14	22.22	48.94
Grade 4	2464.	2423.	2476.	25.00	12.50	35.00	21.15	12.50	22.50	26.92	30.00	15.00	26.92	45.00	27.50
Grade 5	2506.	2500.	2479.	23.53	26.53	11.36	29.41	24.49	34.09	25.49	16.33	27.27	21.57	32.65	27.27
All Grades	N/A	N/A	N/A	21.74	21.60	21.37	22.46	22.40	21.37	23.19	22.40	22.14	32.61	33.60	35.11

Reading Demonstrating understanding of literary and non-fictional texts									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
Grade 3	14.29	5.56	19.15	60.00	80.56	53.19	25.71	13.89	27.66
Grade 4	21.15	12.50	15.00	57.69	57.50	72.50	21.15	30.00	12.50
Grade 5	21.57	20.41	6.82	60.78	59.18	75.00	17.65	20.41	18.18
All Grades	19.57	13.60	13.74	59.42	64.80	66.41	21.01	21.60	19.85

Writing Producing clear and purposeful writing									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
Grade 3	2.86	8.33	8.51	37.14	66.67	42.55	60.00	25.00	48.94
Grade 4	15.38	5.00	17.50	71.15	47.50	55.00	13.46	47.50	27.50
Grade 5	19.61	24.49	6.82	54.90	48.98	61.36	25.49	26.53	31.82
All Grades	13.77	13.60	10.69	56.52	53.60	52.67	29.71	32.80	36.64

Listening Demonstrating effective communication skills									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
Grade 3	8.57	19.44	6.38	77.14	72.22	74.47	14.29	8.33	19.15
Grade 4	15.38	7.50	17.50	71.15	75.00	70.00	13.46	17.50	12.50
Grade 5	11.76	14.29	13.64	70.59	73.47	72.73	17.65	12.24	13.64
All Grades	12.32	13.60	12.21	72.46	73.60	72.52	15.22	12.80	15.27

Research/Inquiry Investigating, analyzing, and presenting information									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
Grade 3	8.57	16.67	10.64	57.14	69.44	59.57	34.29	13.89	29.79
Grade 4	9.62	10.00	22.50	71.15	57.50	60.00	19.23	32.50	17.50
Grade 5	17.65	16.33	13.64	64.71	65.31	61.36	17.65	18.37	25.00
All Grades	12.32	14.40	15.27	65.22	64.00	60.31	22.46	21.60	24.43

Conclusions based on this data:

1. Students are scoring better in reading than writing

School and Student Performance Data

CAASPP Results
Mathematics (All Students)

Overall Participation for All Students												
Grade Level	# of Students Enrolled			# of Students Tested			# of Students with Scores			% of Enrolled Students Tested		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
Grade 3	37	37	51	36	36	47	36	36	47	97.3	97.3	92.2
Grade 4	53	41	41	50	40	40	50	40	40	94.3	97.6	97.6
Grade 5	53	49	46	50	49	44	50	49	43	94.3	100.0	95.7
All Grades	143	127	138	136	125	131	136	125	130	95.1	98.4	94.9

* The "% of Enrolled Students Tested" showing in this table is not the same as "Participation Rate" for federal accountability purposes.

Overall Achievement for All Students															
Grade Level	Mean Scale Score			% Standard Exceeded			% Standard Met			% Standard Nearly Met			% Standard Not Met		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
Grade 3	2364.	2418.	2395.	5.56	19.44	12.77	13.89	25.00	14.89	25.00	19.44	25.53	55.56	36.11	46.81
Grade 4	2468.	2419.	2457.	24.00	7.50	20.00	22.00	15.00	27.50	26.00	30.00	15.00	28.00	47.50	37.50
Grade 5	2498.	2493.	2473.	24.00	28.57	6.98	16.00	12.24	23.26	32.00	24.49	27.91	28.00	34.69	41.86
All Grades	N/A	N/A	N/A	19.12	19.20	13.08	17.65	16.80	21.54	27.94	24.80	23.08	35.29	39.20	42.31

Problem Solving & Modeling/Data Analysis Using appropriate tools and strategies to solve real world and mathematical problems									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
Grade 3	5.56	27.78	12.77	27.78	38.89	51.06	66.67	33.33	36.17
Grade 4	18.00	7.50	20.00	50.00	42.50	42.50	32.00	50.00	37.50
Grade 5	22.00	26.53	4.65	54.00	44.90	58.14	24.00	28.57	37.21
All Grades	16.18	20.80	12.31	45.59	42.40	50.77	38.24	36.80	36.92

Communicating Reasoning Demonstrating ability to support mathematical conclusions									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
Grade 3	8.33	22.22	14.89	44.44	61.11	51.06	47.22	16.67	34.04
Grade 4	30.00	7.50	25.00	42.00	57.50	40.00	28.00	35.00	35.00
Grade 5	14.00	10.20	6.98	60.00	61.22	67.44	26.00	28.57	25.58
All Grades	18.38	12.80	15.38	49.26	60.00	53.08	32.35	27.20	31.54

Conclusions based on this data:

1. In 23-24, 40% of students did not meet the overall standard in math.

School and Student Performance Data

ELPAC Results

ELPAC Summative Assessment Data Number of Students and Mean Scale Scores for All Students												
Grade Level	Overall			Oral Language			Written Language			Number of Students Tested		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
K	*	1403.3	*	*	1422.2	*	*	1359.1	*	7	16	10
1	*	*	1408.7	*	*	1423.5	*	*	1393.2	5	10	13
2	*	*	*	*	*	*	*	*	*	4	6	10
3	*	*	*	*	*	*	*	*	*	8	*	5
4	1506.4	*	*	1513.4	*	*	1498.5	*	*	11	9	5
5	1511.0	*	*	1511.0	*	*	1510.6	*	*	14	6	*
All Grades										49	50	46

Overall Language Percentage of Students at Each Performance Level for All Students															
Grade Level	Level 4			Level 3			Level 2			Level 1			Total Number of Students		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
K	*	6.25	*	*	18.75	*	*	56.25	*	*	18.75	*	*	16	*
1	*	*	0.00	*	*	15.38	*	*	46.15	*	*	38.46	*	*	13
2	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
3	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
4	9.09	*	*	54.55	*	*	36.36	*	*	0.00	*	*	11	*	*
5	14.29	*	*	28.57	*	*	21.43	*	*	35.71	*	*	14	*	*
All Grades	6.12	10.00	10.87	34.69	36.00	39.13	34.69	30.00	26.09	24.49	24.00	23.91	49	50	46

Oral Language Percentage of Students at Each Performance Level for All Students															
Grade Level	Level 4			Level 3			Level 2			Level 1			Total Number of Students		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
K	*	12.50	*	*	25.00	*	*	43.75	*	*	18.75	*	*	16	*
1	*	*	15.38	*	*	30.77	*	*	23.08	*	*	30.77	*	*	13
2	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
3	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
4	36.36	*	*	45.45	*	*	18.18	*	*	0.00	*	*	11	*	*
5	35.71	*	*	21.43	*	*	21.43	*	*	21.43	*	*	14	*	*
All Grades	24.49	28.00	23.91	34.69	28.00	45.65	18.37	26.00	13.04	22.45	18.00	17.39	49	50	46

Written Language Percentage of Students at Each Performance Level for All Students															
Grade Level	Level 4			Level 3			Level 2			Level 1			Total Number of Students		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
K	*	0.00	*	*	0.00	*	*	75.00	*	*	25.00	*	*	16	*
1	*	*	0.00	*	*	15.38	*	*	23.08	*	*	61.54	*	*	13
2	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
3	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
4	0.00	*	*	9.09	*	*	63.64	*	*	27.27	*	*	11	*	*
5	7.14	*	*	14.29	*	*	35.71	*	*	42.86	*	*	14	*	*
All Grades	2.04	0.00	8.70	16.33	26.00	23.91	44.90	46.00	34.78	36.73	28.00	32.61	49	50	46

Listening Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
K	*	18.75	*	*	68.75	*	*	12.50	*	*	16	*
1	*	*	30.77	*	*	30.77	*	*	38.46	*	*	13
2	*	*	*	*	*	*	*	*	*	*	*	*
3	*	*	*	*	*	*	*	*	*	*	*	*
4	54.55	*	*	27.27	*	*	18.18	*	*	11	*	*
5	21.43	*	*	64.29	*	*	14.29	*	*	14	*	*
All Grades	30.61	20.00	26.09	51.02	66.00	56.52	18.37	14.00	17.39	49	50	46

Speaking Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
K	*	12.50	*	*	68.75	*	*	18.75	*	*	16	*
1	*	*	7.69	*	*	61.54	*	*	30.77	*	*	13
2	*	*	*	*	*	*	*	*	*	*	*	*
3	*	*	*	*	*	*	*	*	*	*	*	*
4	36.36	*	*	63.64	*	*	0.00	*	*	11	*	*
5	42.86	*	*	35.71	*	*	21.43	*	*	14	*	*
All Grades	26.53	34.00	28.26	51.02	46.00	54.35	22.45	20.00	17.39	49	50	46

Reading Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
K	*	0.00	*	*	81.25	*	*	18.75	*	*	16	*
1	*	*	0.00	*	*	30.77	*	*	69.23	*	*	13
2	*	*	*	*	*	*	*	*	*	*	*	*
3	*	*	*	*	*	*	*	*	*	*	*	*
4	0.00	*	*	54.55	*	*	45.45	*	*	11	*	*
5	7.14	*	*	57.14	*	*	35.71	*	*	14	*	*
All Grades	6.12	8.00	8.70	51.02	62.00	52.17	42.86	30.00	39.13	49	50	46

Writing Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
K	*	0.00	*	*	50.00	*	*	50.00	*	*	16	*
1	*	*	0.00	*	*	53.85	*	*	46.15	*	*	13
2	*	*	*	*	*	*	*	*	*	*	*	*
3	*	*	*	*	*	*	*	*	*	*	*	*
4	9.09	*	*	81.82	*	*	9.09	*	*	11	*	*
5	14.29	*	*	42.86	*	*	42.86	*	*	14	*	*
All Grades	8.16	6.00	13.04	59.18	62.00	63.04	32.65	32.00	23.91	49	50	46

Conclusions based on this data:

1. English Learners need to improve in all categories. for 23-24, 10.29% of all EL's met or exceeded the standard for ELA while 10.25% of EL's met or exceeded the standard for Math

School and Student Performance Data

Student Population

The 2024 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.

2023-24 Student Population			
Total Enrollment	**Socioeconomically Disadvantaged**	**English Learners**	**Foster Youth**
334	**72.5%**	**14.1%**	**1.8%**
Total Number of Students enrolled in Norma Coombs 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.	Students whose well being is the responsibility of a court.

2023-24 Enrollment for All Students/Student Group		
Student Group	**Total**	**Percentage**
English Learners	47	14.1%
Foster Youth	6	1.8%
Homeless	2	0.6%
Socioeconomically Disadvantaged	242	72.5%
Students with Disabilities	79	23.7%

Enrollment by Race/Ethnicity		
Student Group	**Total**	**Percentage**
African American	53	15.9%
American Indian	0	0.0%
Asian	6	1.8%
Filipino	2	0.6%
Hispanic	210	62.9%
Two or More Races	18	5.4%
Pacific Islander	0	0.0%
White	40	12%

Conclusions based on this data:

1. Most of our students qualify for Title I

2. Students need to improve in all measured categories, informing SPSA goals.

School and Student Performance Data

Overall Performance

The 2024 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.

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
Lowest Performance

Orange

Yellow

Green

Blue
Highest Performance

2024 Fall Dashboard Overall Performance for All Students

Academic Performance	Academic Engagement	Conditions & Climate
English Language Arts Orange	**Chronic Absenteeism** Yellow	**Suspension Rate** Orange
Mathematics Orange		
English Learner Progress Red		

Conclusions based on this data:

1.

School and Student Performance Data

Academic Performance
English Language Arts

The 2024 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.

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

This section provides number of student groups in each level.

2024 Fall Dashboard English Language Arts Equity Report				
Red	Orange	Yellow	Green	Blue
0	2	0	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.

2024 Fall Dashboard English Language Arts Performance for All Students/Student Group

All Students	English Learners	Long-Term English Learners
Orange	No Performance Color	No Performance Color
27.7 points below standard	43.3 points below standard	0 Students
Declined 14.9 points	Declined 5.1 points	
124 Students	20 Students	

Foster Youth	Homeless	Socioeconomically Disadvantaged
No Performance Color	No Performance Color	Orange
Less than 11 Students	0 Students	37.3 points below standard
3 Students		Declined 14.1 points
		105 Students

Students with Disabilities	African American	American Indian
No Performance Color	No Performance Color	No Performance Color
128.6 points below standard	68.2 points below standard	0 Students
Maintained 2.8 points	Declined 32.7 points	
33 Students	21 Students	

Asian	Filipino	Hispanic
No Performance Color	No Performance Color	Orange
0 Students	Less than 11 Students	36.0 points below standard
	2 Students	Declined 12.1 points
		85 Students

Two or More Races	Pacific Islander	White
No Performance Color	No Performance Color	No Performance Color
Less than 11 Students	0 Students	25.5 points above standard
4 Students		Declined 16.9 points
		12 Students

Conclusions based on this data:

1. Students ELA scores need improvement.

School and Student Performance Data

Academic Performance
Mathematics

The 2024 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.

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

This section provides number of student groups in each level.

2024 Fall Dashboard Mathematics Equity Report				
Red	Orange	Yellow	Green	Blue
0	2	0	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.

2024 Fall Dashboard Mathematics Performance for All Students/Student Group

All Students	English Learners	Long-Term English Learners
Orange	No Performance Color	No Performance Color
44.3 points below standard	73.0 points below standard	0 Students
Declined 10.4 points	Declined 32.6 points	
124 Students	22 Students	

Foster Youth	Homeless	Socioeconomically Disadvantaged
No Performance Color	No Performance Color	Orange
Less than 11 Students	0 Students	54.2 points below standard
3 Students		Declined 9.6 points
		105 Students

Students with Disabilities	African American	American Indian
No Performance Color	No Performance Color	No Performance Color
133.8 points below standard	66.7 points below standard	0 Students
Maintained 0.6 points	Maintained 0.9 points	
34 Students	21 Students	

Asian	Filipino	Hispanic
No Performance Color	No Performance Color	Orange
0 Students	Less than 11 Students	59.0 points below standard
	2 Students	Declined 14.0 points
		85 Students

Two or More Races	Pacific Islander	White
No Performance Color	No Performance Color	No Performance Color
Less than 11 Students	0 Students	10.8 points above standard
4 Students		Declined 12.4 points
		12 Students

Conclusions based on this data:

1. Students math scores need improvement

School and Student Performance Data

Academic Performance
English Learner Progress

The 2024 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.

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.”

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

2024 Fall Dashboard English Learner Progress Indicator	
English Learner Progress	**Long-Term English Learner Progress**
Red	No Performance Color
36.4% making progress.	making progress.
Number Students: 33 Students	Number Students: 0 Students

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.

2024 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**
12.1%	51.5%	0%	36.4%

Conclusions based on this data:

1. English Learner progress needs significant improvement

School and Student Performance Data

Academic Performance
College/Career Report

The 2024 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.

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.”

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

Very Low	Low	Medium	High	Very High
Lowest Performance				Highest Performance

This section provides number of student groups in each level.

2024 Fall Dashboard College/Career Equity Report				
Red	Orange	Yellow	Green	Blue

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

2024 Fall Dashboard College/Career Performance for All Students/Student Group		
All Students	English Learners	Long-Term English Learners
Foster Youth	Homeless	Socioeconomically Disadvantaged
Students with Disabilities	African American	American Indian
Asian	Filipino	Hispanic
Two or More Races	Pacific Islander	White

Conclusions based on this data:

1.

School and Student Performance Data

Academic Engagement
Chronic Absenteeism

The 2024 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.

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

This section provides number of student groups in each level.

2024 Fall Dashboard Chronic Absenteeism Equity Report				
Red	Orange	Yellow	Green	Blue

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.

2024 Fall Dashboard Chronic Absenteeism Performance for All Students/Student Group

All Students	English Learners	Long-Term English Learners
Yellow	Red	No Performance Color
28.9% Chronically Absent	24.1% Chronically Absent	0 Students
Declined 3.1	Maintained 0.4	
349 Students	54 Students	

Foster Youth	Homeless	Socioeconomically Disadvantaged
No Performance Color	No Performance Color	Orange
Fewer than 11 students - data not displayed for privacy	Fewer than 11 students - data not displayed for privacy	30.9% Chronically Absent
6 Students	3 Students	Declined 2.4
		259 Students

Students with Disabilities	African American	American Indian
Red	Orange	No Performance Color
40.2% Chronically Absent	29.1% Chronically Absent	0 Students
Increased 8.2	Declined 0.7	
87 Students	55 Students	

Asian	Filipino	Hispanic
No Performance Color	No Performance Color	Yellow
Fewer than 11 students - data not displayed for privacy	Fewer than 11 students - data not displayed for privacy	31.7% Chronically Absent
8 Students	2 Students	Declined 3.9
		221 Students

Two or More Races	Pacific Islander	White
No Performance Color	No Performance Color	Orange
30.4% Chronically Absent	0 Students	15% Chronically Absent
Declined 1.1		Increased 5.6
23 Students		40 Students

Conclusions based on this data:

1.

School and Student Performance Data

Academic Engagement
Graduation Rate

The 2024 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.

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

This section provides number of student groups in each level.

2024 Fall Dashboard Graduation Rate 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.

2024 Fall Dashboard Graduation Rate for All Students/Student Group		
All Students	English Learners	Long-Term English Learners
Foster Youth	Homeless	Socioeconomically Disadvantaged
Students with Disabilities	African American	American Indian
Asian	Filipino	Hispanic
Two or More Races	Pacific Islander	White

Conclusions based on this data:

1.

School and Student Performance Data

Conditions & Climate
Suspension Rate

The 2024 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.

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

This section provides number of student groups in each level.

2024 Fall Dashboard Suspension Rate Equity Report

Red	Orange	Yellow	Green	Blue
0	3	0	1	2

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.

2024 Fall Dashboard Suspension Rate for All Students/Student Group

All Students	English Learners	Long-Term English Learners
Orange	Blue	No Performance Color
1.1% suspended at least one day	0% suspended at least one day	0 Students
Increased 0.8%	Maintained 0%	
357 Students	55 Students	

Foster Youth	Homeless	Socioeconomically Disadvantaged
No Performance Color	No Performance Color	Orange
Fewer than 11 students - data not displayed for privacy	Fewer than 11 students - data not displayed for privacy	1.5% suspended at least one day
6 Students	5 Students	Increased 1.1%
		265 Students

Students with Disabilities	African American	American Indian
Orange 2.3% suspended at least one day Increased 2.3% 87 Students	Orange 5.3% suspended at least one day Increased 3.3% 57 Students	No Performance Color 0 Students

Asian	Filipino	Hispanic
No Performance Color Fewer than 11 students - data not displayed for privacy 8 Students	No Performance Color Fewer than 11 students - data not displayed for privacy 2 Students	Green 0.4% suspended at least one day Increased 0.4% 225 Students

Two or More Races	Pacific Islander	White
No Performance Color 0% suspended at least one day Maintained 0% 24 Students	No Performance Color 0 Students	Blue 0% suspended at least one day Maintained 0% 41 Students

Conclusions based on this data:

1. Student suspension rates are dropping and more work is needed to continue this trend.

Goals, Strategies, & Proposed Expenditures

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

LCAP Goal # 1

Students will demonstrate grade-level knowledge in all core subjects and graduate in four years, in line with the PUSD Graduate Profile. All

students, English Learners, Foster Youth, students eligible for Free/Reduced Meal Program and others who have been less academically

successful in the past, will have access to a robust course selection and will show academic achievement

Goal 1

The goal is to have 60% of all students meeting or exceeding the standard for ELA

CAASPP ELA Average 42.74% Met or Exceeded the standard for ELA (CAASPP 2024)

35.1% Standard not met, level 1 (2024)
22.14% Standard Nearly Met, level 2 (2024)
21.37% Standard Met, level 3 (2024)
21.37% Standard Exceeded , level 4(2024)

Identified Need

Students are making minimal progress. Interventions are happening in the room in the form of small group instruction. However, there is still a need to have students work in small group outside of the classroom setting with a trained interventionist.

Third - Fifth grade students are scoring at 34% for Standard Nearly Met for ELA (According to CAASPP results for 2024)

Students have a barrier to receiving feedback outside of the classroom teacher and / or district adopted materials. The need is for students to receive feedback from sources in addition to the classroom teacher.

There is a persuasive reading skills gap that exists in all student groups. So students need intensive instruction.

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
CAASPP ELA	ALL: 42.74% (2024) SED: 40.52% (2024) Hispanic or Latino: 42% (2024)	Expected outcome is 52% for all students and subgroups
iReady Typical Growth Percentage	71% (as of May 1, 2025)	90% by end of 2025-2026
iReady Stretch Growth Percentage	10% as of May 1st 2025	25% by the end of 2025-2026 as measured by iReady D3
Grades k-3 Phonics and Phonemic Awareness Proficiency Rates	50.75%	75% by the end of the 2025-2026 school year as measured by iReady D3

Annual Review

SPSA Year Reviewed: 2024-25

Respond to the following prompts relative to this goal. If the school is in the first year of implementing the goal, an analysis is not required and this section may be deleted.

ANALYSIS

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

We did implement all of the actions that were described this included PD for Math intervention, embedding interventions in the school day, exclusive academic language. Increased teacher collaboration and targeted after school supports.

We are seeing mixed effectiveness but when disaggerate the data the group that was COVID in kinder has improved from 29% proficiency to 31% proficiency from 3rd grade to 4th grade.

Students also had a new ELA program that they used during the 2024-2025 school year.

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

The budget expenditures and the implementation worked well. However, this year 2024-2025 would be the first year in three years we did not have the intervention teacher. Encouraging data points are that 5th grade experienced high performance / high growth in D3 for iReady, while grades 1st, 2nd & 4th experienced low performance / high growth for D3 of iReady

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.

The main change to this goal is there will not be an intervention teacher paid from supplemental site funds. The percentages of students in grades three - five have been consistent, in 2023 33% of students did not meet the standard. In 2024 34% of students did not meet the standard.

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 1

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All students

Strategy/Activity

All students will receive a supplemental reading instructional materials that focus on phonics, phonemic awareness, comprehension using dynamic adaptive reading selections. By purchasing additional online program which will asisst students in increasing their exposure to grade appropriate reading materials.

Teachers will receive training on iReady as well as other reading intervention programs to supplement our curriculum and to provide resources for students.

Will pay for other reading intervention programs through 2025-2026 General Fund $14,400 (includes professional development)

Teacher will have the opportunity to work with students after school. There will be a total of 52 hours available for teachers

Students meet in PLC's to discuss students performance and growth. While there we discuss strategies as it relates to small group instruction (groupings based on data) and differentiation. In 2025-2026 we need to come up with a metric to measure small group effectiveness.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and 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.

Amount(s)	Source(s)
3158	LCFF Supplemental and Concentration (S/C)
	LCFF Supplemental and Concentration (S/C)

Strategy/Activity 2

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

SED students and Hispanic students

Strategy/Activity

These students will receive small group instruction that focuses on the areas in which they scored below average according to iReady diagnostic. By employing hourly certificated trained subs. Students will benefit from this because it gives them an opportunity to work in a smaller more

intimate environment so they can receive one on one attention. This ultimately will meet the needs of students needing intensive instruction.

Part of these expenditures will be shared with goal 4

Proposed Expenditures for this Strategy/Activity
List the amount(s) and 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.

Amount(s)	Source(s)
17,207	Title I Part A: Allocation
17,862	LCFF Supplemental and Concentration (S/C)
5,320	Title I Part A: Allocation
1,000	Title I Part A: Allocation

Goals, Strategies, & Proposed Expenditures

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

LCAP Goal # 1

Students will demonstrate grade-level knowledge in all core subjects and graduate in four years, in line with the PUSD Graduate Profile. All

students, English Learners, Foster Youth, students eligible for Free/Reduced Meal Program and others who have been less academically

successful in the past, will have access to a robust course selection and will show academic achievement.

Goal 2

The goal is to have 50% of all student meet or exceed the standard for math

Currently:
34.62% of students met or exceeded standard for math (CAASPP 2024)

42.31% standard not met, level 1
23.08% standard nearly met, level 2
21.54% standard met, level 3
13.08% standard exceeded, level 4

Identified Need

The percentage of students who have not met the standard in math has increased 3% from 2023 to 2024. More intervention with small group in the class as well as out of the class is needed.

Students have scored consistently low in math so students need the opportunity to have intervention outside the designated math time.

There is a pervasive math skills gap that exists in all student groups. So students need intensive instruction.

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
CAASPP Math	All: 34.62% met or exceeded standard (2024) SED: 29.2% met or exceeded standard (2024) English Learners: 33% standard nearly met	All: +7.0 higher SED: +1.0 or higher English Learners: +7.0

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
iReady Typical Growth Percentage	70% (as of April 1st, 2025)	85% by end of 2025-2026
iReady Stretch Growth Percentage	6% as of May 1st 2025	20% by the end of the 2025-2026 school year as measured by iReady D3
Grades k-3 Phonics and Phonemic Awareness Proficiency Rates	38.5%	50% by the end of the 2025-2026 school year as measured by iReady D3

Annual Review

SPSA Year Reviewed: 2024-25

Respond to the following prompts relative to this goal. If the school is in the first year of implementing the goal, an analysis is not required and this section may be deleted.

ANALYSIS

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

Students worked on most classes in small groups as well as intervention outside of the classroom. The interventionist worked mainly with kinder/ first grade students. According to D3 iReady data, kinder students had low performance / low growth, while the 4th grade and half of the 5th grade had high performance / high growth.

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

Given the fact that we have a new ELA program this year. I believe from observations and conversations that teachers focused on ELA and all of the new components instead of math.

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.

Students who are in LEARNS will have access to the Mathnesium program after school. Additionally, specific students will also benefit from the volunteers from math power hour. However, during the 2024-2025 school year, the volunteers were not consistent.

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 1

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

Hispanic students, SED students

Strategy/Activity

Students who consistently score in the red on iReady diagnostic and SBAC. Students will receive small group instruction in math. We will do this by employing hourly certificated hourly subs. Students will benefit from this because it gives them an opportunity to work in smaller environment where they can receive one on one attention. This ultimately will meet the needs of students receiving intensive instruction.

Note: Subs are shared with action 1.1, other expenditures that are outlined in goal 1 also impact goal 2

Some of the expenditures form Goal 1 will be used for goal 2 such as the certificated hourly sub, the interventionist. These expenditures are listed in goal 1.

Students meet in PLC's to discuss students performance and growth. While there we discuss strategies as it relates to small group instruction (groupings based on data) and differentiation. In 2025-2026 we need to come up with a metric to measure small group effectiveness.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and 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.

Amount(s)	Source(s)
	Title I Part A: Allocation

Goals, Strategies, & Proposed Expenditures

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

LCAP Goal # 3

Students will be in school every day in an environment that is safe, caring, clean, and conducive to learning. All facilities will be in good repair and

Goal 3

Chronic Absenteeism for all student declined 3.1%. However, 28.9% of students are chronically absent

Chronic Absenteeism for English Learners will decrease the baseline of 23.6 (Orange) from 2024 by a total of -3.6 or more (to reach Yellow) with a stretch goal of -13.6 or more (to reach Green) to end at 20 or lower by the end of the 2025-2026 school year.

Chronic Absenteeism for Students with Disabilities will decrease the baseline of 32 (Orange) from 2024 by a total of -12 or more (to reach Yellow) with a stretch goal of -22 or more (to reach Green) to end at 20 or lower by the end of the 2025-2026 school year.

Chronic Absenteeism for African American will decrease the baseline of 29.8 (Orange) from 2024 by a total of -9.9 or more (to reach Yellow) with a stretch goal of -19.8 or more (to reach Green) to end at 19.9 or lower by the end of the 2025-2026 school year.

Identified Need

Students have a barrier accessing education due to chronic absenteeism. The need for students to be at school everyday is so they can learn and have access to their education.

African-American students along with English Learners and Students with Disabilities have the lowest attendance at Norma Coombs.

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
California Dashboard	English Learners: Will decrease 23.6 (from 2024) SWD: Will decease 32(from 2024) African-American: Will decrease 29.8 (from 2024)	English Learners: -13.6 or higher by 2025-2026 SWD: -22 or higher by 2025-2026 African-American: -19.9 or higher by 2025-2026

Annual Review

SPSA Year Reviewed: 2024-25

Respond to the following prompts relative to this goal. If the school is in the first year of implementing the goal, an analysis is not required and this section may be deleted.

ANALYSIS

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

We have seen mixed results according to iReady data. However, the students who were kinder in COVID scored at 57.50% in ELA versus the year before where the same group scored at 55.56%. Small but growth for the group. PUSD had a goal of 1% growth in attendance. NCES had an average attendance of 91.53% in March 2024, in March 2025 the average attendance was 92.01%.

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

There were no intended differences between the budget expenditures and goals.

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

During this school year 2024-2025 we did conduct attendance meetings with parents of students who had attendance issues. We also kept notes in the students AERIES file. We have identified some measurables in the attendance plan (which is attached to the SPSA document).

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 1

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All Students specifically English Learners, Students with Disabilities and African-American students

Strategy/Activity

We will use incentives such as "Perfect Attendance Assemblies" and "Class Celebrations" to promote and increase attendance

Expenditures from Goal 4 will also be used to assist Goal 3. The School Community Assistant will connect with families and assist with the SARB contacts for parents.

There will be monthly acknowledgement of individual students as well as classes as it relates to improved / perfect attendance.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and 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.

Amount(s)	Source(s)

Goals, Strategies, & Proposed Expenditures

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

LCAP Goal # 7

By 2027, PUSD will accomplish the following:
English Learners will increase at least one performance level on the California Assessment of Student Performance and Progress (CAASPP) English Language Arts (ELA) and Mathematics as measured by the California School Dashboard.
Reclassify English Learners (EL) at a rate of 30% or higher,
Reduce the number of long-term English Learners (LTEL) to less than 8.5%,
Increase percentage of English Learners making progress toward academic language proficiency as measured by the ELPI to 65%.

Goal 4

To have 30% of English Learners to meet or exceed the standard in English Language Arts (currently 10.29%) as measured by CAASPPP results.

To have 30% of English Learners to meet or exceed the standard in math (currently 10.25%) as measured by CAASPP results

CAASPP English Learners for English Learners will decrease the baseline of (Orange) from 2023 by a total of 1 or more (to reach Yellow) with a stretch goal of 6.5 or more (to reach Green) to end at 1 or higher by the end of the 2025-2026school year.

California Dashboard indicators 45.38% of English Learners are making progress (met or exceeded standard in ELA, we would like to see an increase of 80% of English Leaners make progress

Identified Need

English Learners have made a -1.0 change ad are consistently scoring in the orange category according to the California dashboard

There is a reading skills and language gap that exists with English Learners so the students need intensive instruction

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
CAASPP ELA	English Learners: 16.67% met or exceeded	English Learners: +6.5 (80.0)
iReady Typical Growth Percentage (D2)	50% (as of May 1, 2025)	60% by end of 2025-2026 (Double the percentage of students with improved placement)

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
iReady Stretch Growth Percentage	9% (as of May 1st, 2025	30% by the end of 2025-2026 as measured by iReady
CAASPP ELA - Grade level 3rd grade	15.34% met or exceeded standard	30% by the end of 2025-2026 as measured by CAASPP results
CAASPP ELA - Grade level 4th grade	12.97% met or exceeded standard	30% by the end of 2025-2026 as measured by CAASPP results
CAASPP ELA - Grade level 5th grade	11.45% met or exceeded standard	30% by the end of 2025-2026 as measured by CAASPP results

Annual Review

SPSA Year Reviewed: 2024-25

Respond to the following prompts relative to this goal. If the school is in the first year of implementing the goal, an analysis is not required and this section may be deleted.

ANALYSIS

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

The implementation of strategies were mixed. We had several situations where students mediated their problems correctly with adults. Parents reported that they appreciated the Wellness Teacher and that students were learning to implement strategies that they learned from class.

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

We hope to utilize the interventionist outlined in Goal #1 to work with English Learners on their goal to reclassify. This year 2024-2025 was the last year of the EL Coach provided by the district.

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.

In the 2025-2026 school year we will not have an EL Coach. Classroom teachers will have to work with English Learners in their classrooms in small group. During the past two years, the school has had an EL Coach who worked specifically with EL students.

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 1

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

English Learners

Strategy/Activity

All English Learners will work with the EL coach in small groups to work on their English fluency and specific ELPAC goals.

The Bilingual Community Assistant will send out community communication. Families will receive increased opportunities to volunteer with the school and classroom teachers during and after school which will build a stronger connection between the home and and classroom which will be used to support students academic gains. This will allow us to address the barrier for families who do not work "traditional work hours." I believe this will be effective because their are offices at the ed center that have provided opportunities for families through out the school day and have seen an increase in parent involvement.

The School Community Assistant will work with the families of EL students and offer support as well as educational / social emotional resources.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and 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.

Amount(s)	Source(s)
13311	Title I Part A: Allocation
1346	Title I Part A: Parent Involvement

Goals, Strategies, & Proposed Expenditures

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

LCAP Goal # 3 & 6

Goal 3: Students will be in school everyday in physical and cognitive environments that are safe, caring, clean, conducive to learning, and allow students to thrive. All facilities will be in good repair and equipped for 21st-century learning.

Goal 6: By 2027, Foster Youth and homeless students will increase at least one performance level on the California Assessment of Student Performance and Progress (CAASPP) English Language Arts (ELA) and Mathematics as measured by the California School Dashboard.
By 2027, Foster Youth students' five-year graduation rate will increase at least one performance level as measured by the California School Dashboard and attain a graduation rate of 68% or greater. Homeless students' graduation rate will maintain or increase one performance level as measured by the California School Dashboard and attain a graduation rate of 95% or higher.

Goal 5

Social Emotional Learning will be supported on the Norma Coombs campus for all students

Identified Need

Students need to have a safe and secure environment on campus as well as multiple adults to connect with

Students need a trusted adult they can confide in and connect with the feel safe and secure

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Fewer students being sent out of class and being suspended	0 days of suspension (as of May 1st 2025)	Less than 2 days of suspension for the 2025-2026 school year

Annual Review

SPSA Year Reviewed: 2024-25

Respond to the following prompts relative to this goal. If the school is in the first year of implementing the goal, an analysis is not required and this section may be deleted.

ANALYSIS

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

There was an increase in parent involvement this year. There was an increase of parent activities as well as parents participating in parent centered groups. Parents stated they were pleased with the increased activities. This assisted in creating a stronger school culture where parents, students and teachers felt invested in the school community

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

For the 2025-2026 school year the the Wellness Teacher will not exist. Classroom teachers will need to take on those Tier I strategies to assist & comfort students in any type of emotional need

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.

Difficult to measure however we will be guided by the following metrics: 1. Behavior referrals 2. Suspensions 3. Attendance data

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 1

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All Students

Strategy/Activity

Students will also have time to work with the Project Aide (Behavior) as well as the Project Aide (Recreation) when faced with situations in which they need to resolve in a suitable way.

Students will be exposed to Tier I interventions which will help students socially and emotionally. These Tier I interventions will include: Student of the month, perfect / most improved attendance (individually and class), Lions Pride tickets, and new for next year 2025-2026, implementing mediation groups.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and 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.

Amount(s)	Source(s)
27760	LCFF Supplemental and Concentration (S/C)
17205	Title I Part A: Allocation

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	$55389
Total Federal Funds Provided to the School from the LEA for CSI	$0
Total Title I and CSI Funds Budgeted for Strategies to Meet the Goals in the SPSA	$55389
Other State/Local Funds provided to the school	$48780

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 Funding Sources	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 Funding Sources	Allocation ($)

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

Total of federal, state, and/or local funds available for this school: $104,169

Summary: Budgeted Resources

Funds Budgeted to the School by Funding Source

Funding Source	Amount Budgeted	Balance Remaining
LCFF Supplemental and Concentration (S/C)	48780	0.00
Title I Part A: Parent Involvement	1346	0.00
Title I Part A: Allocation	54043	0.00

Expenditures by Funding Source

Funding Source	Amount
LCFF Supplemental and Concentration (S/C)	48,780.00
Title I Part A: Allocation	54,043.00
Title I Part A: Parent Involvement	1,346.00

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

4 Parent or Community Members

Name of Members	Role

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

Recommendations and Assurances

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

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

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

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

Signature	Committee or Advisory Group Name

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

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

This SPSA was adopted by the SSC at a public meeting on .

Attested:

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 process.

The SPSA consolidates all school-level planning efforts into one plan for programs funded through the consolidated application (ConApp), and for federal school improvement programs, including schoolwide programs, Comprehensive Support and Improvement (CSI), Targeted Support and Improvement (TSI), and Additional Targeted Support and Improvement (ATSI), pursuant to California Education Code (EC) Section 64001 and the Elementary and Secondary Education Act as amended by the Every Student Succeeds Act (ESSA). This template is designed to meet schoolwide program planning requirements. It also notes how to meet CSI, TSI, or ATSI requirements, as applicable.

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 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 65001, 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: Linked Table of Contents

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

Educational Partner Involvement

Goals, Strategies, & Proposed Expenditures

Planned Strategies/Activities

Annual Review and Update

Budget Summary

Appendix A: Plan Requirements for Title I Schoolwide Programs

Appendix B: Plan Requirements for Schools 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 Local Agency Systems Support Office, at LCFF@cde.ca.gov.

For programmatic or policy questions regarding Title I schoolwide planning, please contact the local educational agency, or the CDE's Title I Policy and Program Guidance Office at TITLEI@cde.ca.gov.

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

Purpose and Description

Schools identified for Comprehensive Support and Improvement (CSI), Targeted Support and Improvement (TSI), or Additional Targeted Support and Improvement (ATSI) must respond to the following prompts. A school that has not been identified for CSI, TSI, or ATSI may delete the Purpose and Description prompts.

Purpose

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

Description

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

Educational Partner Involvement

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

[This section meets the requirements for TSI and ATSI.]

[When completing this section for CSI, the LEA shall partner with the school in the development and implementation of this plan.]

Resource Inequities

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

[This section meets the requirements for CSI and ATSI. If the school is not identified for CSI or ATSI this section is not applicable and may be deleted.]

Goals, Strategies, Expenditures, & Annual Review

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.

Goal

State the goal. 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 the S.M.A.R.T. approach. A S.M.A.R.T. goal is one that 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.

[When completing this section for CSI, TSI, and ATSI, improvement goals shall align to the goals, actions, and services in the LEA LCAP.]

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 California School Dashboard (Dashboard) and data from the School Accountability Report Card, including local data voluntarily collected by districts to measure pupil achievement.

[Completing this section fully addresses all relevant federal 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.

[When completing this section for CSI the school must include school-level metrics related to the metrics that led to the school's identification.]

[When completing this section for TSI/ATSI the school must include metrics related to the specific student group(s) that led to the school's identification.]

Strategies/Activities

Describe the strategies and activities being provided to meet the described goal. A school may number the strategy/activity using the "Strategy/Activity #" for ease of reference.

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

[When completing this section for CSI, TSI, and ATSI, this plan shall include evidence-based interventions and align to the goals, actions, and services in the LEA LCAP.]

[When completing this section for CSI and ATSI, this plan shall address through implementation, identified resource inequities, which may have been identified through a review of LEA- and school-level budgeting.]

Students to be Served by this Strategy/Activity

Indicate in this box which students will benefit from the strategies/activities by indicating "All Students" or listing one or more specific student group(s) to be served.

[This section meets the requirements for CSI.]

[When completing this section for TSI and 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 TSI or ATSI designation. For TSI, a school may focus on all students or the student group(s) that led to identification based on the evidence-based interventions selected.]

Proposed Expenditures for this Strategy/Activity

For each strategy/activity, list the amount(s) and funding source(s) for the proposed expenditures for the school year to implement these strategies/activities. 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.

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 Education Code, 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.

[This section meets the requirements for CSI, TSI, and ATSI.]

[NOTE: Federal funds for CSI shall not be used in schools identified for TSI or ATSI. In addition, funds for CSI shall not be used to hire additional permanent staff.]

Annual Review

In the following 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.

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. If the school is in the first year of implementing the goal the Annual Review section is not required and this section may be deleted.

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

- Briefly describe any major differences between either/or the intended implementation or 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.

[When completing this section for CSI, TSI, or ATSI, any changes made to the goals, annual measurable outcomes, metrics/indicators, or strategies/activities, shall meet the CSI, TSI, or ATSI planning requirements. CSI, TSI, and 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 CSI, TSI, and 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 and that receive federal funds for CSI. If the school is not operating a Title I schoolwide program this section is not applicable and may be deleted.
From its total allocation for CSI, the LEA may distribute funds across its schools that meet the criteria for CSI to support implementation of this plan. In addition, the LEA may retain a portion of its total allocation to support LEA-level expenditures that are directly related to serving schools eligible for CSI.

Budget Summary

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

- Total Funds Provided to the School Through the Consolidated Application: 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.

A school receiving federal funds for CSI should complete the Budget Summary as follows:

- Total Federal Funds Provided to the School from the LEA for CSI: This amount is the total amount of funding provided to the school from the LEA.

[NOTE: Federal funds for CSI shall not be used in schools eligible for TSI or ATSI. In addition, funds for CSI shall not be used to hire additional permanent staff.]

Appendix A: Plan Requirements

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 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); and

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; and

ii. Identify the specific academic needs of students and groups of students who are not yet achieving the State's academic standards; and

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 local educational agency (may include funds allocated via the ConApp, federal funds for CSI, 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: S 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 6400 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.

Comprehensive Support and Improvement

The LEA shall partner with stakeholders (including principals and other school leaders, teachers, and parents) to locally develop and implement the CSI plan for the school to improve student outcomes, and specifically address the metrics that led to eligibility for CSI (Educational Partner Involvement).

The CSI plan shall:

1. Be informed by all state indicators, including student performance against state-determined long-term goals (Goal, Identified Need, Expected Annual Measurable Outcomes, Annual Review and Update, as applicable);
2. Include evidence-based interventions (Strategies/Activities, Annual Review and Update, as applicable) (For resources related to evidence-based interventions, see the U.S. Department of Education's "Using Evidence to Strengthen Education Investments" at https://www2.ed.gov/policy/elsec/leg/essa/guidanceuseseinvestment.pdf);
3. Be based on a school-level needs assessment (Goal, Identified Need, Expected Annual Measurable Outcomes, Annual Review and Update, as applicable); and
4. Identify resource inequities, which may include a review of LEA- and school-level budgeting, to be addressed through implementation of the CSI plan (Goal, Identified Need, Expected Annual Measurable Outcomes, Planned Strategies/Activities; and Annual Review and Update, as applicable).

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

Targeted Support and Improvement

In partnership with stakeholders (including principals and other school leaders, teachers, and parents) the school shall develop and implement a school-level TSI plan to improve student outcomes for each subgroup of students that was the subject of identification (Educational Partner Involvement).

The TSI plan shall:

1. Be informed by all state indicators, including student performance against state-determined long-term goals (Goal, Identified Need, Expected Annual Measurable Outcomes, Annual Review and Update, as applicable); and
2. Include evidence-based interventions (Planned Strategies/Activities, Annual Review and Update, as applicable). (For resources related to evidence-based interventions, see the U.S. Department of Education's "Using Evidence to Strengthen Education Investments" https://www2.ed.gov/policy/elsec/leg/essa/guidanceuseseinvestment.pdf.)

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

Additional Targeted Support and Improvement

A school identified 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 (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 Identified for School Improvement

Single school districts (SSDs) or charter schools that are identified 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.

Appendix C: Select State and Federal Programs

For a list of active programs, please see the following links:
Programs included on the Consolidated Application: 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/

Developed by the California Department of Education, January 2019

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
Clear	☐ State Compensatory Education Advisory Committee
Clear	☐ English Learner Advisory Committee
Clear	☐ Special Education Advisory Committee
Clear	☐ Gifted and Talented Education Program Advisory Committee
Clear	☐ District/School Liaison Team for schools in Program Improvement
Clear	☐ Compensatory Education Advisory Committee
Clear	☐ Departmental Advisory Committee
Clear	☐ Other:

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

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

This SPSA was adopted by the SSC at a public meeting on 05/29/25

Attested:

Clear	Principal, on 5/29/25
Clear	SSC Chairperson, on 05/29/25

Samantha Murray 5/29/2025

Rebecca Kahn 5/29/2025

Alicia Lenz 5/29/2025

PASADENA UNIFIED SCHOOL DISTRICT

Title I - Other Authorized Activities Reservations

Our Children. Learning Today. Leading Tomorrow

The following amount of dollars reflects Title I Other Authorized Activities Reservations for the District Central Office to provide direct services to school sites. This amount does NOT include the Indirect and Administrative Cost (which generally cannot exceed 15%). In 2025-26, PUSD will provide the following services to the school sites as part of the Title I Other Authorized Activities Reservations total amount of $2,853,685.00:

a. MTSS Coaches and Curriculum (Math, Science, Literacy (Including ELA and History) Coaches/Resource Teachers, paid by the District, providing direct services/supports to the school sites to increase the unduplicated group students' academic achievements;

b. District Curriculum, Instruction and Professional Development leadership and staff who are providing direct, hands-on instructional services to the teachers and students at school sites;

c. Families in transition/ Foster Youth support staff and services including transportation;

d. Parent and Community Engagement;

Title I guidelines require consultation and input from SSC, not approval.

Your school's share of the Other Authorized Activities Reservation for Direct Services cost is calculated for school year of 2025-26 is as below:

School: <u>Norma Coombs Elementary</u>

Resource Code	Title I	Total District Other Authorized Activities Reservation	# of FRL Student at District Title I Eligible Schools	Per Student shared Cost to School	#of FRL Student at School	Total Shared Cost to School
30100	Central Intervention Activities For Sites	$2,853,685	7,990	$357.16	220	$78,574.56

PUSD School-Site Attendance Improvement Plan

School:	NCES	**Principal:**	Raymond Cross
School Number:	60	**Counselor:**	
Date Completed:	5/19/25	**Principal Signature:**	Raymond Cross

Goal: Decrease the percentage of chronically absent students to 10% or less.

2024-2025 Current Chronic Absentee Rate	2024-2025 Chronic Absentee End-Of-Year Goal	2025-2026 Chronic Absentee Goal
16%	10%	10%

GOAL 1: TEAMS & DATA			
Goal Item	**Strategy & Activity Description**	**Frequency** Daily/Weekly/Monthly/Yearly	**Measure of Success**
a. **Use of Data**: Is school-wide attendance data used to identify students who are struggling with regular school attendance (chronic absentee, truant, etc.)? What sources of data are used? How often is the data reviewed?	*Data sources include:* • *School ADA* • *Chronic Absence List* • *Truancy List* • *District Reports*	*Attendance data will be compiled and reviewed monthly at the Attendance Team meetings*	*All sources of relevant data are readily available, used at least monthly, and shows a positive trend in attendance rates for both truancy and chronic absenteeism rates* *PUSD had a goal of 1% growth for every school's attendance. NCES fell a little short of the goal. In March of 2024 we had a daily attendance of 91.53%, then in March 2025 we had a daily attendance of 92.01%.*

b. **Attendance Improvement Team**: Does the school have an Attendance Improvement Team? Does the team meet at least monthly? Does the team use a current action plan?	*The Attendance Improvement Team includes:* • *Admin* • *Attendance Clerk* • *RTI Coach* • *Nurse* • *Teacher*	*We will also meet during PLC's to discuss students. We will have meetings with parents on "B" Mondays and document the meetings.*	*All team members have been identified, and member attendance is at least 80%.* *The team has a current action plan to address the school community's attendance needs.*

GOAL 2: PREVENTION			
Goal Item	**Strategy & Activity Description**	**Frequency** Daily/Weekly/Monthly/Yearly	**Measure of Success**
a. **Prevention Strategies**: What prevention strategies are used to ensure that students are engaged at school and do not become at-risk due to poor attendance?	*Students will be recognized for good attendance, most improved attendance, and timeliness (tardies)* *Teachers will create an attendance improvement goal for their classroom with an identified attendance prevention plan and there will also be incentives tied to it.* *All grades will compete in a school-wide attendance competition.* *Student chronic absentee data will be used to identify equity gaps and create actions plans to help improve*	*Recognition events will take place monthly* *Attendance prevention activities will be ongoing and used weekly in the classroom* *Grades with the best and most improved attendance will be awarded monthly* *Quarterly, with student plans being reviewed monthly*	Attempting to have early meetings with parents and to utilize the school community assistant to assistant with reaching out to parents as listed in Goal 3 of the SPSA In the 2024-2025 school year the 3rd grade classes have been consistently better in their attendance than other grade levels. We will work to get some of those parents to

	equity among identified student groups.	*Monthly*	collaborate with their friends and other parents on getting all students to school on time.
b. **Outreach**: How does the school provide regular outreach to students, families, and community members regarding the importance of regular school attendance?	*Parent attendance workshops and information sessions* *Letters will be sent home to inform parents of attendance policy, expectations, and holiday schedule* *A month-long school-wide Attendance Awareness Campaign will be held in September with activities, incentives, and messaging to promote regular attendance.* *Attendance will be discussed at least once at each stakeholder meeting, educating the greater community.* *Outreach will be provided to parents of chronically absent students; Daily calls to parents of absent students*	*Quarterly* *Quarterly; before fall, winter, and spring breaks* *September 2025* *Ongoing* *Ongoing; Daily*	Through weekly communication with parents via email, text and phone call. Parents will hear about the importance of attendance and how it equates to students success.

GOAL 3: INTERVENTION & RE-ENGAGEMENT			
Goal Item	**Strategy & Activity Description**	**Frequency** Daily/Weekly/Monthly/Yearly	**Measure of Success**

a. **Attendance Intervention**: Does the school have intervention strategies to address the specific needs of students struggling with attendance?	*SART Conferences will used to address attendance issues for truancy and chronically absent students* *Positive Attendance Behavior Support (PABS) Plans will be implemented for habitually truant, chronically absent, and chronically tardy students. Plans will include appropriate Tier 2 interventions and incentives.* *Students struggling with regular attendance will be assigned a staff mentor (Check & Connect)*	*Monthly* *Monthly* *Bi-Monthly Mentor Meetings*	*Improve the attendance of 50% or more of identified chronically absent students. This will be assessed at each semester's end.* *Looking at specific subgroups (EL's and African American students) to monitor their attendance. Traditionally, these groups have had challenges with their attendance.*
b. **Student Re-Engagement**: What re-engagement strategies are used to help students find and maintain success in the classroom?	*Restorative Circles will be used to repair teacher/student relationships and welcome chronically absent students back to the classroom* *PD will be held to train teachers and staff in behavior/crisis de-escalation strategies* *MTSS teams will create Individualized Behavior and Learning Plans to support chronically absent students*	*Ongoing* *PD held in August; Brief refresher PD sessions will take place quarterly at Monday meetings* *Monthly*	Connecting with students individually with a 1:1 check in will be important. Counseling and working with parents to offer assistance as it relates to their child's attendance. If their attendance has improved we are getting close to the goal.

	with needed behavior interventions and academic re-engagement		