



# School Plan for Student Achievement (SPSA) Template

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

School Name	County-District-School (CDS) Code	Schoolsite Council (SSC) Approval Date	Local Board Approval Date
Earl LeGette Elementary School	34 67447 6034672	May 20, 2025	June 24, 2025

## Purpose and Plan Summary

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

Schoolwide Program

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

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

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

Within each goal are actions that include programs, services, resources, and expenditures that meet state and federal requirements. Each action provides a description of how federal and state resources are allocated toward increasing and improving academic achievement, social-emotional outcomes, school culture and climate, and family involvement.

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

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# Comprehensive Needs Assessment Components

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

## Data Analysis

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

## Root Cause Analysis

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

## Resource Inequities

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

## Input from Educational Partners

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

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

Involvement with developing the School Plan began in the spring of school year 2024-25. Site Leadership teams and our School Site Council evaluated the current SPSA to determine if actions had been effective. Each group noted the success of improving school climate and parent customer service, decrease in chronic absenteeism as well as an increase in EL reclassification.

School Site Council met three times prior to SPSA approval on May 20, 2025. SSC was interested in improving student empathy and treatment of other students, providing more supports for student academics (interventions), more supports to increase student engagement through STEAM activities, and to continue improving reading and math performance.

Site Leadership Team met six times and voiced concerns about school climate, student empathy, student engagement, They also discussed the importance of interventions and engagement activities.

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

Educational partner involvement was accomplished via meetings and conversations.

Conducted Student Listening Sessions:

September 2024: Talked with classes about what they would like to see in regards to climate at school

December 2024: Conducted multiple listening sessions regarding Math Instruction

Site Leadership Team met weekly January to May to review and discuss:

- data compared to 2023-2024

- how to best support student academics and SEL
- professional learning opportunities as it applies to SEL and academic supports
- how to increase student engagement with their own learning

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

- data compared to 2023-2024
- Comprehensive Needs Assessment
- site budget
- resources needed to support student interventions and social/emotional learning
- how to engage students/increase attendance
- how to increase student achievement engagement through teacher professional development

impact of mindfulness and emotional regulation training on school culture

School Site Council met October to May to review/discuss:

- data compared to 2023-2024
- Comprehensive Needs Assessment
- site budget
- resources needed to support Tier 1 instruction, student interventions and social/emotional learning
- how to engage students/increase attendance
- how to increase student engagement with their own learning
- impact of mindfulness and emotional regulation training on school culture

Parent Teacher Organization in January and February

Received input on the comprehensive Needs assessment

Reviewed site budget and the impact on the school

Gathered feedback on climate, SEL supports, Intervention, and enrichment activities

# School and Student Performance Data

## Student Enrollment Enrollment By Student Group

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

## Student Enrollment Enrollment By Grade Level

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

# School and Student Performance Data

## Student Enrollment English Learner (EL) Enrollment

English Learner (EL) Enrollment						
Student Group	Number of Students			Percent of Students		
	21-22	22-23	23-24	21-22	22-23	23-24
English Learners	20	38	36	5.30%	4.1%	6.6%
Fluent English Proficient (FEP)	18	22	18	3.10%	3.7%	3.3%
Reclassified Fluent English Proficient (RFEP)			11	0.0%		22.92%

# 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
548	34.3%	6.6%	0.0%
Total Number of Students enrolled in Earl LeGette Elementary School.	Students who are eligible for free or reduced priced meals; or have parents/guardians who did not receive a high school diploma.	Students who are learning to communicate effectively in English, typically requiring instruction in both the English Language and in their academic courses.	Students whose well being is the responsibility of a court.

2023-24 Enrollment for All Students/Student Group		
Student Group	Total	Percentage
English Learners	36	6.6%
Foster Youth	0	0.0%
Homeless	5	0.9%
Socioeconomically Disadvantaged	188	34.3%
Students with Disabilities	78	14.2%

Enrollment by Race/Ethnicity		
Student Group	Total	Percentage
African American	4	0.7%
American Indian	1	0.2%
Asian	17	3.1%
Filipino	6	1.1%
Hispanic	111	20.3%
Two or More Races	40	7.3%
Pacific Islander	1	0.2%
White	368	67.2%



# School and Student Performance Data

## Overall Performance






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



### 2024 Fall Dashboard Overall Performance for All Students

Academic Performance	Academic Engagement	Conditions & Climate
<div>English Language Arts</div> <div> Orange</div>	<div>Chronic Absenteeism</div> <div> Yellow</div>	<div>Suspension Rate</div> <div> Orange</div>
<div>Mathematics</div> <div> Yellow</div>		
<div>English Learner Progress</div> <div> No Performance Color</div>		

# School and Student Performance Data

## Academic Performance English Language Arts

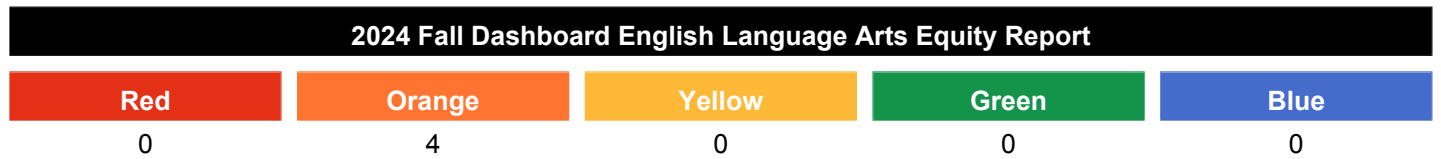
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This section provides number of student groups in each level.



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		
<div>All Students</div> <div></div> <div>Orange</div> <div>6.0 points below standard</div> <div>Declined 6.3 points</div> <div>274 Students</div>	<div>English Learners</div> <div></div> <div>No Performance Color</div> <div>72.2 points below standard</div> <div>Declined 28.4 points</div> <div>25 Students</div>	<div>Long-Term English Learners</div> <div></div> <div>No Performance Color</div> <div>Less than 11 Students</div> <div>0 Students</div>
<div>Foster Youth</div> <div></div> <div>No Performance Color</div> <div>0 Students</div>	<div>Homeless</div> <div></div> <div>No Performance Color</div> <div>Less than 11 Students</div> <div>3 Students</div>	<div>Socioeconomically Disadvantaged</div> <div></div> <div>Orange</div> <div>37.4 points below standard</div> <div>Declined 10.7 points</div> <div>114 Students</div>

<b>Students with Disabilities</b>  Orange 107.7 points below standard Increased 7.1 points 47 Students	<b>African American</b>  No Performance Color Less than 11 Students 3 Students	<b>American Indian</b>  No Performance Color 0 Students
<b>Asian</b>  No Performance Color Less than 11 Students 7 Students	<b>Filipino</b>  No Performance Color Less than 11 Students 4 Students	<b>Hispanic</b>  Orange 6.5 points below standard Maintained 2.2 points 58 Students
<b>Two or More Races</b>  No Performance Color 4.1 points above standard Declined 12.4 points 16 Students	<b>Pacific Islander</b>  No Performance Color 0 Students	<b>White</b>  Orange 5.4 points below standard Declined 3.4 points 186 Students

#### Lowest Performing Student Groups:

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

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

Our lowest performing groups and also those groups who also declined in ELA were Socioeconomically Disadvantaged and the White groups. The socioeconomically Disadvantaged group declined by 10.7 points and the White group declined by 3.4 points. In comparison, all students scored 6.0 points below standard which was a decrease of 6.3 points from the previous year.

#### Potential causes:

Reflecting on last year, what did we say, think, do, or feel that contributed to these results?

Over the last few years the site has been focusing on Tier 1 instruction with the implementation of the Science of Reading, and Sadlier Phonics materials in addition to the adopted benchmark materials. In past years we have seen growth in all areas. It is believed from input groups is that we have had a real lack of intervention over the last couple of years because the position was not filled.

There has been limited amount of PD focused on Tier 1 instruction this year and we might need refreshers with the addition of staff this year.

#### What resources (i.e., personnel, programs, services, material, supplies) are needed to improve outcomes for your lowest performing student groups?

Maintain the Tier 1 instruction of the Science of Reading and Sadlier Curriculum.

Provide a strand of PD for the 18 hours of PD that improve the Tier 1 instruction.

Staff to develop and implement a tiered intervention system including schedules, assessments, and curriculum.

Develop and Intervention Team who regularly monitors and makes adjustments as the data suggests.

# School and Student Performance Data

## Academic Performance Mathematics

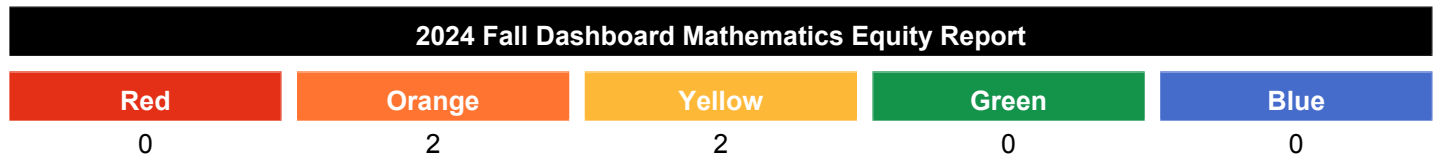
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Performance on state measures, using comparable statewide data, is represented by one of five colors. The performance level (color) is not included when there are fewer than 30 students in any year. This is represented using a greyed out color dial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












This section provides number of student groups in each level.



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		
<div>All Students</div> <div> Yellow</div> <div>14.8 points below standard</div> <div>Declined 5.8 points</div> <div>277 Students</div>	<div>English Learners</div> <div> No Performance Color</div> <div>29.8 points below standard</div> <div>Increased 23.6 points</div> <div>28 Students</div>	<div>Long-Term English Learners</div> <div> No Performance Color</div> <div>Less than 11 Students</div> <div>0 Students</div>
<div>Foster Youth</div> <div> No Performance Color</div> <div>0 Students</div>	<div>Homeless</div> <div> No Performance Color</div> <div>Less than 11 Students</div> <div>4 Students</div>	<div>Socioeconomically Disadvantaged</div> <div> Yellow</div> <div>35.7 points below standard</div> <div>Increased 6.9 points</div> <div>116 Students</div>

<b>Students with Disabilities</b>  Orange 128.9 points below standard Increased 9.8 points 47 Students	<b>African American</b>  No Performance Color Less than 11 Students 3 Students	<b>American Indian</b>  No Performance Color 0 Students
<b>Asian</b>  No Performance Color Less than 11 Students 8 Students	<b>Filipino</b>  No Performance Color Less than 11 Students 4 Students	<b>Hispanic</b>  Orange 37.3 points below standard Declined 20.8 points 58 Students
<b>Two or More Races</b>  No Performance Color 0.8 points above standard Declined 23.3 points 16 Students	<b>Pacific Islander</b>  No Performance Color 0 Students	<b>White</b>  Yellow 9.0 points below standard Maintained 2.7 points 188 Students

#### Lowest Performing Student Groups:

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

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

Our lowest performing groups are Students with Disabilities and Hispanic groups. Our Students with Disabilities scores 128.9 points below standard which was an increase of 9.8 points from the previous year.

Our Hispanic students scored 37.3 points below standard which was a decrease of 20.8 points from the previous year. In comparison, all students scored 14.8 points below standard which was a decrease of 5.8 points from the previous year.

#### Potential causes:

Reflecting on last year, what did we say, think, do, or feel that contributed to these results?

Over the last few years we have been focusing on Tier 1 instruction with the implementation of the Swun Mathematics and in past years we have seen growth in all areas. It is believed from input groups is that we have had a real lack of intervention over the last couple of years because the position was not filled.

There has been limited amount of PD focused on Tier 1 instruction this year and we might need refreshers with the addition of staff this year.

#### What resources (i.e., personnel, programs, services, material, supplies) are needed to improve outcomes for your lowest performing student groups?

Maintain the Tier 1 instruction of the Swun math curriculum.

Provide a strand of PD for the 18 hours of PD that improve the Tier 1 instruction in Mathematics.

Staff to develop and implement a tiered intervention system including schedules, assessments, and curriculum. Develop and Intervention Team who regularly monitors and makes adjustments as the data suggests.

# 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.

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

2024 Fall Dashboard English Learner Progress Indicator	
English Learner Progress	Long-Term English Learner Progress
<div><div></div><div>No Performance Color</div><div>75% making progress.</div><div>Number Students: 28 Students</div></div>	<div><div></div><div>No Performance Color</div><div>making progress.</div><div>Number Students: 0 Students</div></div>

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
0%	25%	0%	75%

### Lowest Performing Group:

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

There were 75% of the EL students who made growth of at least 1 level. We have also had record levels of reclassification.

### Potential causes:

Reflecting on last year, what did we say, think, do, or feel that contributed to these results?

First year with structured ELD designated teacher to provide 1/2 day services.

### What resources (i.e., personnel, programs, services, material, supplies) are needed to improve outcomes for your lowest performing student groups?

Maintain the ELD designated supports.  
Continue to implement and refine the implementation of EL Achieve.  
Continue to build strategies across grade levels with integrated ELD GLAD strategies in staff PD.



# School and Student Performance Data

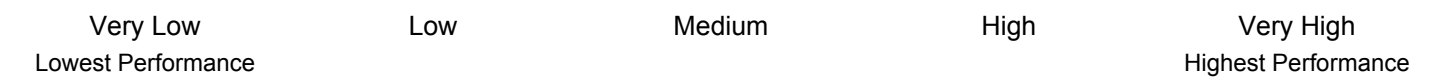
## Academic Performance College/Career Report

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.

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



This section provides number of student groups in each level.



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

### Lowest Performing Student Groups:

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

### Potential causes:

Reflecting on last year, what did we say, think, do, or feel that contributed to these results?

What resources (i.e., personnel, programs, services, material, supplies) are needed to improve outcomes for your lowest performing student groups?



# 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.

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This section provides number of student groups in each level.



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		
<div>All Students</div> <div> Yellow</div> <div>10.9% Chronically Absent</div> <div>Declined 6.8</div> <div>568 Students</div>	<div>English Learners</div> <div> Green</div> <div>8.7% Chronically Absent</div> <div>Declined 13</div> <div>46 Students</div>	<div>Long-Term English Learners</div> <div> No Performance Color</div> <div>Fewer than 11 students - data not displayed for privacy</div> <div>1 Student</div>
<div>Foster Youth</div> <div> No Performance Color</div> <div>0 Students</div>	<div>Homeless</div> <div> No Performance Color</div> <div>Fewer than 11 students - data not displayed for privacy</div> <div>5 Students</div>	<div>Socioeconomically Disadvantaged</div> <div> Yellow</div> <div>16.5% Chronically Absent</div> <div>Declined 11.3</div> <div>218 Students</div>

<b>Students with Disabilities</b>  Yellow 11.9% Chronically Absent Declined 11.3 101 Students	<b>African American</b>  No Performance Color Fewer than 11 students - data not displayed for privacy 5 Students	<b>American Indian</b>  No Performance Color Fewer than 11 students - data not displayed for privacy 1 Student
<b>Asian</b>  No Performance Color 0% Chronically Absent Declined 23.5 18 Students	<b>Filipino</b>  No Performance Color Fewer than 11 students - data not displayed for privacy 6 Students	<b>Hispanic</b>  Yellow 14.2% Chronically Absent Declined 5.8 113 Students
<b>Two or More Races</b>  Yellow 12.2% Chronically Absent Declined 11.6 41 Students	<b>Pacific Islander</b>  No Performance Color Fewer than 11 students - data not displayed for privacy 1 Student	<b>White</b>  Yellow 10.2% Chronically Absent Declined 5.2 383 Students

#### Lowest Performing Student Groups:

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

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

Our lowest performing students student groups were students with disabilities, Socioeconomically disadvantaged and Hispanic groups.

Students with disabilities scored 11.9% chronically absent which was a decline of 11.3 points from the previous year, Socioeconomically Disadvantaged scored 16.5% chronically absent which was a decline of 11.3 points from the previous year and the Hispanic group scored 14.2% chronically absent which was a decline of 5.8 points from the previous year. In comparison all students scored 10.9% chronically absent which was a decline of 6.8 points from the previous year.

#### Potential causes:

Reflecting on last year, what did we say, think, do, or feel that contributed to these results?

All input groups shared about the success of the chronic absenteeism category with the overall rate of all students at 10.9 % chronically absent. The implementation of the absence plan has been effective. In addition to the increase use of independent study option for known absences has been helpful.

#### What resources (i.e., personnel, programs, services, material, supplies) are needed to improve outcomes for your lowest performing student groups?

Some areas that we want to continue to improve is: The Good Attendance Awards, having problem solving meeting with families who are chronically absent.

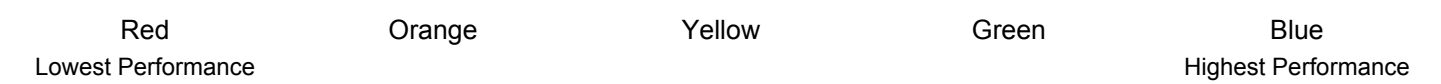
# School and Student Performance Data

## Academic Engagement Graduation Rate

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This section provides number of student groups in each level.



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

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

**Potential causes:**  
Reflecting on last year, what did we say, think, do, or feel that contributed to these results?

**What resources (i.e., personnel, programs, services, material, supplies) are needed to improve outcomes for your lowest performing student groups?**

# School and Student Performance Data

## Conditions & Climate Suspension Rate

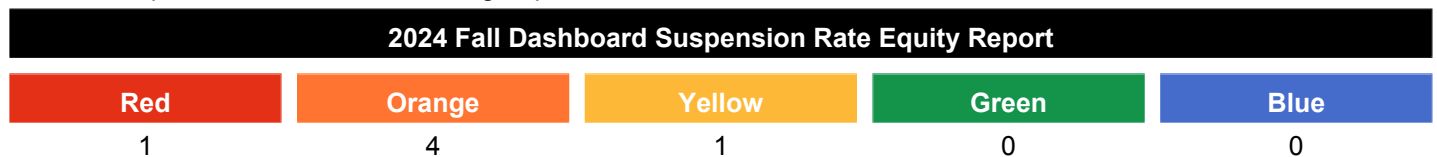
The 2024 California School Dashboard provides parents and educators with meaningful information on school and district progress so they can participate in decisions to improve student learning.

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."












This section provides number of student groups in each level.



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		
<b>All Students</b>  Orange 3.5% suspended at least one day Increased 1.4% 574 Students	<b>English Learners</b>  Orange 4.2% suspended at least one day Increased 2% 48 Students	<b>Long-Term English Learners</b>  No Performance Color Fewer than 11 students - data not displayed for privacy 1 Student
<b>Foster Youth</b>  No Performance Color 0 Students	<b>Homeless</b>  No Performance Color Fewer than 11 students - data not displayed for privacy 6 Students	<b>Socioeconomically Disadvantaged</b>  Red 5.4% suspended at least one day Increased 2.9% 222 Students

<b>Students with Disabilities</b>  Orange 5.9% suspended at least one day Increased 1.8% 102 Students	<b>African American</b>  No Performance Color Fewer than 11 students - data not displayed for privacy 7 Students	<b>American Indian</b>  No Performance Color Fewer than 11 students - data not displayed for privacy 1 Student
<b>Asian</b>  No Performance Color 5.6% suspended at least one day Increased 5.6% 18 Students	<b>Filipino</b>  No Performance Color Fewer than 11 students - data not displayed for privacy 6 Students	<b>Hispanic</b>  Orange 3.5% suspended at least one day Increased 1.5% 114 Students
<b>Two or More Races</b>  Yellow 2.4% suspended at least one day Maintained 0.1% 41 Students	<b>Pacific Islander</b>  No Performance Color Fewer than 11 students - data not displayed for privacy 1 Student	<b>White</b>  Orange 3.4% suspended at least one day Increased 1.1% 386 Students

#### Lowest Performing Student Groups:

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

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

Our lowest performing student groups were Socioeconomically Disadvantaged. The Socioeconomically Disadvantaged group had a suspension rate of 5.4% suspended at least 1 day which was an increase of 2.0% from the previous year. In comparison all students were suspended at least 1 day 3.5% of the group which was an increase of 1.4% from the previous year.

#### Potential causes:

Reflecting on last year, what did we say, think, do, or feel that contributed to these results?

SLT and staff reflected that there is not consistent practices across the school around schoolwide expectations. The District Climate Survey indicates that that 33% of the population do not feel like they belong which could contribute to the increase suspension rate.

#### What resources (i.e., personnel, programs, services, material, supplies) are needed to improve outcomes for your lowest performing student groups?

Maintain a focus on implementing SEL strategies for both Students and Staff and expanding from mindfulness to emotional regulation.

Develop and implement a Behavior Team to provide consistency of practices across the district.

Increase supervision training on Active Supervision, Restorative Practices and De-escalation Techniques.

# Goals, Strategies, & Proposed Expenditures

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

## Goal Subject

Student Achievement and Implementation of State Standards

## LEA/LCAP Goal

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

## SPSA/Goal 1

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

# Annual Review

## SPSA Year Reviewed: 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

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

Text Level and i-Ready (trimester)

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

Text Level and i-Ready scores do not paint a complete picture of student needs and is difficult to use for making adjustments mid year. There was also a lack of a team who regularly monitored the data to allow to make mid year adjustments.

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

No major changes during the year due to not having systems in place to regularly monitor and make strategic adjustments.



Identified Need

Maintain the Tier 1 instruction of the Science of Reading and Sadlier Curriculum, SWUN, EL Achieve and GLAD strategies- This will be monitored by trimester in ELA with the BPST in ESGI for K-2 and in grades 3-6 we will review i-Ready scores and add BPST to students who are 1 year below grade level, In Math the K-2 Screener and i- Ready scores, in ELD- looking at EL Achieve assessments and i-Ready scores.

Provide a strand of PD for the 18 hours of PD that improve the Tier 1 instruction- Currently there are 3 new staff members not trained in the Science of Reading and Swun instruction - This will be monitored through attendance of the site 18 hours of PD and district led PD

Staff to develop and implement a tiered intervention system including schedules, assessments, and curriculum.- First the creation of "Data Walls" electronically for both ELA and Math, which will be used to create intention groups. The interventions will have a 6 week cycle with post data collected to determine effectiveness and areas for adjustment if needed.

Develop and Intervention Team who regularly monitors and makes adjustments as the data suggests.- This will be monitored through the 3 release days provided to discuss student data that was collected by the newly created Data Intervention teams and to make adjustments as needed and develop future goals of improvement.

Annual Measurable Outcomes

Metric/Indicator	Baseline 2024-25		Expected Outcome 2025-26
ELA State Assessment: Change in scale score	All Students	6.0 points below standard	+3 scale score points
	English Learners	72.2 points below standard	
	Foster Youth		
	Homeless		
	Socioeconomically Disadvantaged	37.4 points below standard	
	Students with Disabilities	107.7 points below standard	
	African American		
	American Indian		
	Asian		
	Filipino		
	Hispanic	6.5 points below standard	

Metric/Indicator	Baseline 2024-25		Expected Outcome 2025-26
	Two or More Races	4.1 points above standard	
	Pacific Islander		
	White	5.4 points below standard	
Math State Assessment: Change in scale score	All Students	14.8 points below standard	+3 scale score points
	English Learners	29.8 points below standard	
	Foster Youth		
	Homeless		
	Socioeconomically Disadvantaged	35.7 points below standard	
	Students with Disabilities	128.9 points below standard	
	African American		
	American Indian		
	Asian		
	Filipino		
	Hispanic	37.3 points below standard	
	Two or More Races	0.8 points above standard	
	Pacific Islander		
	White	9.0 points below standard	
English Language Learner State Assessment: Change in percentage of English language learners making progress on ELPAC	75%		+2%
English Learner Reclassification:	22.92%		+15%

Metric/Indicator

Baseline 2024-25

Expected Outcome 2025-26

Percentage of English language learners who are reclassified to Fluent English Proficient

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

### Strategy/Activity & Proposed Expenditures

SPSA #	Action/Service	Principally Serving	Source(s)	Proposed Allocation	Implementation Timeline
1.1	Purchase TK-6 literacy materials around letter sounds, phonemic awareness, vocabulary, reading comprehension, and writing.	X All Students English Learners Low-Income Students Foster Youth Lowest Performing	LCFF Supplemental Site Allocation 4000-4999: Books And Supplies	11000	School year 2025-26
1.2	Purchase TK-6 math supplemental materials.	X All Students English Learners Low-Income Students Foster Youth Lowest Performing	LCFF Supplemental Site Allocation 4000-4999: Books And Supplies	22000	School year 2024-26
1.3	Provide Designated ELD Instruction	All Students X English Learners Low-Income Students Foster Youth			School Year 2025-26

		Lowest Performing			
1.4	Provide support materials for GLAD instruction.	All Students X English Learners Low-Income Students Foster Youth Lowest Performing	LCFF Supplemental Site Allocation 4000-4999: Books And Supplies	1770	School year 2025-26
1.5	Hire a 1.0 FTE Intervention Teacher to assist with reading instruction.	All Students English Learners X Low-Income Students Foster Youth Lowest Performing	Other 1000-1999: Certificated Personnel Salaries		School year 2025-26
1.6	Provide release time to teachers 3 times a year for Data Conversations and progress monitoring	X All Students English Learners Low-Income Students Foster Youth Lowest Performing	LCFF Supplemental Site Allocation 1000-1999: Certificated Personnel Salaries	2794	School year 2025-26
1.7	Provide extra assignment pay to staff who are in	X All Students English Learners Low-Income Students	Other 1000-1999: Certificated	1575	School year 2025-26

	the intervention team	Foster Youth Lowest Performing	Personnel Salaries		
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# Goals, Strategies, & Proposed Expenditures

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

## Goal Subject

Student Engagement and Course Access

## LEA/LCAP Goal

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

## SPSA/Goal 2

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

# Annual Review

## SPSA Year Reviewed: 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

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

Attendance rates (monthly), discipline records (monthly)

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

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

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

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

2025-26

## Identified Need

We still need opportunities for Students with Disabilities and Low SES students and Hispanic groups to experience positive interactions with other students and refine social skills; Increase Students with Disabilities and Low SES students and Hispanic groups attendance rates and decrease chronic absence rates.

## Annual Measurable Outcomes

Metric/Indicator	Baseline 2024-25	Expected Outcome 2025-26
Chronic Absenteeism: Percentage of students who were absent 10 percent or more of the instructional days they were expected to attend in TK-8	All Students 10.9% Chronically Absent English Learners 8.7% Chronically Absent Foster Youth Homeless Socioeconomically Disadvantaged 16.5% Chronically Absent Students with Disabilities 11.9% Chronically Absent African American American Indian Asian 0% Chronically Absent Filipino Hispanic 14.2% Chronically Absent Two or More Races 12.2% Chronically Absent Pacific Islander White 10.2% Chronically Absent	-0.5%
Attendance: Percentage of the school year attended for students in TK-12	95.1%	+1.0%
High School Dropout Rate:	N/A	N/A

Metric/Indicator	Baseline 2024-25	Expected Outcome 2025-26
Percentage of high school students who dropout (based on the 4-year cohort outcomes)		
Middle School Dropout Rate: Number of middle school students (grades 6-8) who dropout of school.	N/A	N/A
Graduation Rate: Percentage of students who graduate high school within 4 or 5 years.	All Students English Learners Foster Youth Homeless Socioeconomically Disadvantaged Students with Disabilities African American American Indian Asian Filipino Hispanic Two or More Races Pacific Islander	N/A

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

### Strategy/Activity & Proposed Expenditures

SPSA #	Action/Service	Principally Serving	Source(s)	Proposed Allocation	Implementation Timeline
2.1	Offer incentives for positive attendance and engagement.	X All Students English Learners Low-Income Students Foster Youth	Other		School year 2025-26



		Lowest Performing			
2.2	Student attendance will be closely monitored (monthly), with increased parent notification and in-person conferences to identify barriers to attendance and develop student/family support plans.	X All Students English Learners Low-Income Students Foster Youth Lowest Performing	Other		School year 2025-26

# Goals, Strategies, & Proposed Expenditures

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

## Goal Subject

School Conditions, Climate, and Family Engagement

## LEA/LCAP Goal

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

## SPSA/Goal 3

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

# Annual Review

## SPSA Year Reviewed: 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

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

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

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

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

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

We made no changes.

2025-26

Identified Need

Maintain a focus on implementing SEL strategies for both Students and Staff and expanding from mindfulness to emotional regulation- This will be monitored through attendance of the 18 hour PD on Emotional Regulation, classes who have calming spaces that include emotional regulation techniques.

Develop and implement a Behavior team to provide consistency of practices across the district- This will be monitored through referrals to the office by the behavior team on a monthly basis and communicated at staff meetings. The development of a watch list so all staff know students who need extra positive reinforcement to change behaviors and will be monitored.

Increase supervision training on Active Supervision, Restorative Practices and De-escalation Techniques.

Annual Measurable Outcomes

Metric/Indicator	Baseline 2024-25		Expected Outcome 2025-26
Suspension Rate: Percentage of students who were suspended for an aggregate total of one full day or more anytime during the school year in TK-12.	All Students	3.5% suspended at least one day	-0.3%
	English Learners	4.2% suspended at least one day	
	Foster Youth		
	Homeless		
	Socioeconomically Disadvantaged	5.4% suspended at least one day	
	Students with Disabilities	5.9% suspended at least one day	
	African American		
	American Indian		
	Asian	5.6% suspended at least one day	
	Filipino		
	Hispanic	3.5% suspended at least one day	
	Two or More Races	2.4% suspended at least one day	

Metric/Indicator	Baseline 2024-25	Expected Outcome 2025-26
	Pacific Islander White 3.4% suspended at least one day	
Sense of Belonging: Percentage of students who respond "agree" or "strongly agree" in Sense of Belonging on the district climate survey	67.4%	+3.5%
Safety: Percentage of students who respond "agree" or "strongly agree" in Safety on the district climate survey.	69.6%	+5.0%
Parent and Family Engagement in Leadership Roles: Percentage of parents of EL, LI, FY, and SWD in leadership roles (e.g. School Site Council, ELAC, and PTO).	40%	+5%

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

### Strategy/Activity & Proposed Expenditures

SPSA #	Action/Service	Principally Serving	Source(s)	Proposed Allocation	Implementation Timeline
3.1	Continue SEL programs schoolwide, to include staff and student training, as well as materials and supplies.	X All Students English Learners Low-Income Students Foster Youth Lowest Performing	Other	2000	School Year 2025-26
3.2	Increase student engagement and belonging at	X All Students English Learners Low-Income Students	Other	10,000	School Year 2025-26

	school by providing lunch and afterschool programs (Intramurals, after school plays, assemblies, Increase STEAM activities)	Foster Youth Lowest Performing			
3.3	Develop and Implement a multi Tiered system of behavior through a behavior team	All Students English Learners X Low-Income Students Foster Youth Lowest Performing	LCFF Supplemental Site Allocation 1000-1999: Certificated Personnel Salaries	1,500	School Year 2025-26
3.4	Monthly parent/principal coffee chats.	X All Students English Learners Low-Income Students Foster Youth Lowest Performing	Other	500	School Year 2025-26
3.5	Provide 3 - 3hour Playground Rec Aides to provide safety and security around campus	X All Students English Learners Low-Income Students Foster Youth Lowest Performing	Other	45000	School Year 2025-26
3.6	Provide additional hours to IAs to provide extra safety and	X All Students English Learners Low-Income Students Foster Youth	LCFF Supplemental Site Allocation	1576	School Year 2025-26

	security before school	Lowest Performing				
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# Centralized Services for Planned Improvements in Student Performance

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

## Centralized Services

SCHOOL GOAL #1:					
Student Achievement and Implementation of Standards					
Actions to be Taken to Reach This Goal Consider all appropriate dimensions (e.g., Teaching and Learning, Staffing, and Professional Development)	Start Date  Completion Date	Proposed Expenditure(s)			
		Description	Type	Funding Source (itemize for each source)	Estimated Cost
Provide explicit language development to English learners based on language proficiency levels	August 2025 - June 2026	.5 FTE ELD teacher	1000-1999: Certificated Personnel Salaries		
Provide Intervention Services for Math and ELA	August 2025- June 2026	1.0 FTE Intervention Teacher	1000-1999: Certificated Personnel Salaries		
SCHOOL GOAL #2:					
Student Engagement and Course Access					
Actions to be Taken to Reach This Goal Consider all appropriate dimensions (e.g., Teaching and Learning, Staffing, and Professional Development)	Start Date  Completion Date	Proposed Expenditure(s)			
		Description	Type	Funding Source (itemize for each source)	Estimated Cost
SCHOOL GOAL #3:					
School Conditions, Climate, and Family Engagement					

Actions to be Taken to Reach This Goal Consider all appropriate dimensions (e.g., Teaching and Learning, Staffing, and Professional Development)	Start Date  Completion Date	Proposed Expenditure(s)			
		Description	Type	Funding Source (itemize for each source)	Estimated Cost
Provide Campus Supervision and Security	August 14, 2025-June 11, 2026	0.437 FTE School Playground Rec Aide	2000-2999: Classified Personnel Salaries		



# Budget Summary

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

## Budget Summary

Description	Amount
Total Funds Provided to the School Through the Consolidated Application	\$
Total Federal Funds Provided to the School from the LEA for CSI	\$
Total Funds Budgeted for Strategies to Meet the Goals in the SPSA	\$99,715.00

## Other Federal, State, and Local Funds

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

Federal Programs	Allocation (\$)
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Subtotal of additional federal funds included for this school: \$

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

State or Local Programs	Allocation (\$)
LCFF Supplemental Site Allocation	\$40,640.00
Other	\$59,075.00

Subtotal of state or local funds included for this school: \$99,715.00

Total of federal, state, and/or local funds for this school: \$99,715.00

# Budgeted Funds and Expenditures in this Plan

The tables below are provided to help the school track expenditures as they relate to funds budgeted to the school.

## Funds Budgeted to the School by Funding Source

Funding Source	Amount	Balance
LCFF Supplemental Site Allocation	40,640	0.00

## Expenditures by Funding Source

Funding Source	Amount
LCFF Supplemental Site Allocation	40,640.00
Other	59,075.00

## Expenditures by Budget Reference

Budget Reference	Amount
	59,076.00
1000-1999: Certificated Personnel Salaries	5,869.00
4000-4999: Books And Supplies	34,770.00

## Expenditures by Budget Reference and Funding Source

Budget Reference	Funding Source	Amount
	LCFF Supplemental Site Allocation	1,576.00
1000-1999: Certificated Personnel Salaries	LCFF Supplemental Site Allocation	4,294.00
4000-4999: Books And Supplies	LCFF Supplemental Site Allocation	34,770.00
	Other	57,500.00
1000-1999: Certificated Personnel Salaries	Other	1,575.00

## Expenditures by Goal

Goal Number	Total Expenditures
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Goal 1
Goal 3

39,139.00
60,576.00

# School Site Council Membership

California Education Code describes the required composition of the School Site Council (SSC). The SSC shall be composed of the principal and representatives of: teachers selected by teachers at the school; other school personnel selected by other school personnel at the school; parents of pupils attending the school selected by such parents; and, in secondary schools, pupils selected by pupils attending the school. The current make-up of the SSC is as follows:

- 1 School Principal
- 3 Classroom Teachers
- 1 Other School Staff
- 5 Parent or Community Members

Name of Members	Role
Diana Marshall	Principal
Sara Baker	Parent or Community Member
Tricia German	Classroom Teacher
Abby Liske	Parent or Community Member
Abigail Hoiland	Parent or Community Member
Jodie Moorthy	Parent or Community Member
Melinda Mortenson	Classroom Teacher
Mackenzie Nichols	Other School Staff
Meadow Pritchett	Parent or Community Member
Bonnie Rambob	Classroom Teacher

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


# Recommendations and Assurances

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

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

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

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



Signature	Committee or Advisory Group Name
	English Learner Advisory Committee

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

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

This SPSA was adopted by the SSC at a public meeting on April 29, 2025.

Attested:

	Principal, Diana Marshall on April 29, 2025
	SSC Chairperson, Abby Liske on April 29, 2025

# Budget By Expenditures

## Earl LeGette Elementary School

### Funding Source: LCFF Supplemental Site Allocation

**\$40,640.00 Allocated**

Proposed Expenditure	Object Code	Amount	Goal	Action
Purchase TK-6 literacy materials around letter sounds, phonemic awareness, vocabulary, reading comprehension, and writing.	4000-4999: Books And Supplies	\$11,000.00	Connected School Communities	
Purchase TK-6 math supplemental materials.	4000-4999: Books And Supplies	\$22,000.00	Connected School Communities	
Provide support materials for GLAD instruction.	4000-4999: Books And Supplies	\$1,770.00	Connected School Communities	
Provide release time to teachers 3 times a year for Data Conversations and progress monitoring	1000-1999: Certificated Personnel Salaries	\$2,794.00	Connected School Communities	
Provide additional hours to IAs to provide extra safety and security before school		\$1,576.00	Engaging Academic Programs	
Increase dialogue between students and teachers around what students want to learn and what environment they find best for learning.	4000-4999: Books And Supplies	\$500.00	Clear Pathways to Bright Futures	
Develop and Implement a multi Tiered system of behavior through a behavior team	1000-1999: Certificated Personnel Salaries	\$1,500.00	Engaging Academic Programs	

LCFF Supplemental Site Allocation Total Expenditures: \$41,140.00

LCFF Supplemental Site Allocation Allocation Balance: \$0.00

### Funding Source: Other

**\$0.00 Allocated**

Proposed Expenditure	Object Code	Amount	Goal	Action
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## Earl LeGette Elementary School

Monthly parent/principal coffee chats.		\$500.00	Engaging Academic Programs
Provide 3 - 3hour Playground Rec Aides to provide safety and security around campus		\$45,000.00	Engaging Academic Programs
Increase parent and student awareness around course scope and sequence, as well as high school graduation requirements.		\$0.00	Clear Pathways to Bright Futures
Implement and promote college themed spirit days to provide opportunities to explore college/career interests.		\$0.00	Clear Pathways to Bright Futures
Implement 6th grade college and career exploration (e.g. Naviance).		\$0.00	Clear Pathways to Bright Futures
Provide extra assignment pay to staff who are in the intervention team	1000-1999: Certificated Personnel Salaries	\$1,575.00	Connected School Communities
Continue SEL programs schoolwide, to include staff and student training, as well as materials and supplies.		\$2,000.00	Engaging Academic Programs
Increase student engagement and belonging at school by providing lunch and afterschool programs (Intramurals, after school plays, assemblies, Increase STEAM activities)		\$10,000.00	Engaging Academic Programs
Other Total Expenditures:		\$59,075.00	
Other Allocation Balance:		\$0.00	
Earl LeGette Elementary School Total Expenditures:		\$100,215.00	