

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
Helen Lehman Elementary School	49709126066385	05/19/25	06/25/25

Contact Person: Christina Cena

Position: Principal

Phone Number: 707-890-3935

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Santa Rosa, California, 95401

E-mail Address: ccena@srcs.k12.ca.us

Plan Description

Briefly describe your school's plan for effectively meeting the ESSA requirements in alignment with the Local Control and Accountability Plan (LCAP) and other federal, state, and local programs, as applicable, such as Title I Schoolwide Program, Comprehensive Support and Improvement (CSI), Targeted Support and Improvement (TSI), and/or Additional Targeted Support and Improvement (ATSI).

Schoolwide Program

Helen Lehman is identified as a Title 1 school, requiring an attentive focus to our English Learner Students, Students with Disabilities, and Socioeconomically Disadvantaged students.

The school wide plan goals are derived from multi-measure assessment data, educational partner feedback, and aligned to SRCS District LCAP goals, school mission, and vision. A comprehensive needs assessment was conducted to gather information and analyze student achievement data, particularly the needs of the student groups identified as needing additional targeted instruction to guide our plan. The process included educational partner involvement including our English Learner Advisory Committee, School Site Council, Staff, and Teachers. During these meetings with educational partners there were opportunities to ask questions, give feedback, and share ideas. Educational partners also were able to view and analyze student achievement data to guide our instructional plan. All educational partner feedback was used to make any modifications or changes when needed. The process consisted of analyzing a variety of data points from the California State Dashboard and local site level indicators. Educational partners held dialogue around the data and provided feedback in terms of the root causes, and next steps (action items) moving forward. The development of the plan includes strategies and opportunities for students at Helen Lehman to meet the academic state standards as outlined in goal 1 of our SPSA.

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

We have a variety of ways we involve parents and other community members in meaningful collaboration and opportunities for input and feedback in the analysis of school progress and creation of the school plan [i.e. ELAC, SSC, and staff meetings].

- ~ParentSquare: our communication platform immediately translates messages into the recipient's preferred language. Communication through this platform happens weekly
- ~SSC: met and discussed, and approved the current SPSA. We met throughout the year to evaluate our school programs/activities included in the 2024-2025 SPSA. We meet monthly to review and update as needed.
- ~ELAC: met frequently to review and give input on the SPSA . We will continue to meet every month.
- ~Staff meetings: met and gave feedback on the SPSA. Staff also gave their input and feedback through a google form. We meet twice per month.
 - Panorama data: staff and students give input each year on issues of well-being, belonging and school climate.

Resource Inequities – Required for CSI / ATSI

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

Not Applicable, as we have exited ATSI.

Comprehensive Needs Assessment

Identify and describe any areas that need significant improvement based on a review of Dashboard and local data, including any areas of low performance and significant performance gaps among student groups on Dashboard indicators, and any steps taken to address those areas.

The 2024 California Dashboard data indicates a decline in all academic areas, with scores dropping 3.5 points in ELA, 16.2 points in math, and 6.6 points in the area of English Learner Progress. Chronic Absenteeism has decreased from 41.6% in 2023, to 28.3% in 2024. We have had a slight increase in our suspension rate, from 1.4 to 1.9, reflecting a continued focus on student engagement and restorative support. We received feedback from our educational partners during SSC, ELAC, PFO, Staff Meetings, with the intent of creating long term goals identified by measurable outcomes, reviewed and updated annually. The goals include evidence-based interventions and strategies focusing on student outcomes.

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	0.48%	0.73%	0.52%	2	3	2
African American	2.89%	2.43%	2.89%	12	10	11
Asian	4.58%	4.87%	4.99%	19	20	19
Filipino	0.48%	0.24%	0.26%	2	1	1
Hispanic/Latino	82.41%	82%	81.10%	342	337	309
Pacific Islander	0.96%	1.22%	1.57%	4	5	6
White	6.27%	5.6%	6.04%	26	23	23
Multiple/No Response	1.45%	2.92%	2.62%	6	12	10
	Total Enrollment			415	411	381

Student Enrollment Enrollment By Grade Level

Student Enrollment by Grade Level			
Grade	Number of Students		
	21-22	22-23	23-24
Kindergarten	71	79	47
Grade 1	51	49	54
Grade 2	47	53	51
Grade3	58	45	55
Grade 4	69	58	42
Grade 5	59	65	56
Grade 6	60	62	60
Total Enrollment	415	411	381

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	208	218	218	42.7%	50.1%	57.2%
Fluent English Proficient (FEP)	85	53	33	24.9%	20.5%	65.88%
Reclassified Fluent English Proficient (RFEP)	78	46	26	3.9%	27.3%	6.8%

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
381	86.1%	57.2%	0.8%
Total Number of Students enrolled in Helen Lehman 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	218	57.2%
Foster Youth	3	0.8%
Homeless	8	2.1%
Socioeconomically Disadvantaged	328	86.1%
Students with Disabilities	50	13.1%

Enrollment by Race/Ethnicity		
Student Group	Total	Percentage
African American	11	2.9%
American Indian	2	0.5%
Asian	19	5%
Filipino	1	0.3%
Hispanic	309	81.1%
Two or More Races	10	2.6%
Pacific Islander	6	1.6%
White	23	6%

Conclusions based on this data:

1. With 86.1% of our students socioeconomically disadvantaged, it is important that we develop a partnership with the Redwood Food Bank and make our site a local distribution center.

2. With 57.2% of our students classified as English learners, we need to ensure that our educational practices are targeted and best practice for ELs.
3. 13.1% of our students come to us with disabilities. As a result, Tier 1 instruction must have scaffolds to make education accessible to the varying needs of our student population.

School and Student Performance Data

Overall Performance






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2024 Fall Dashboard Overall Performance for All Students

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

Conclusions based on this data:

1. As a result of our low performing ELA scores, we need to increase our interventions with Instructional Assistants and a TOSA. This will allow us to extend the Walk to Read support to upper grades, providing targeted literacy instruction for all students.
2. Our absenteeism has improved, but still remains high. We will need to assess families' needs and support them so they will continue to attend school. This will include connecting them to community supports in areas of food, shelter,

and counseling services to ensure students can attend and focus on their learning.

3. Our suspension rate still needs to decrease. We will need to continue our work on restorative practices, MTSS and use of the ToolBox tools to help students self-regulate in class and be successful. We will continue to review and refine our behavior flow-chart for tier one and tier two behaviors to create consistency and predictability.

School and Student Performance Data

Academic Performance English Language Arts

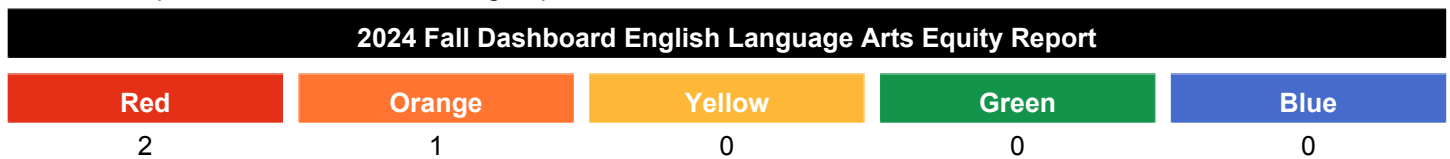
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This section provides number of student groups in each level.



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		
<p>All Students</p> <p>Red</p> <p>78.7 points below standard</p> <p>Declined 3.5 points</p> <p>193 Students</p>	<p>English Learners</p> <p>Orange</p> <p>92.7 points below standard</p> <p>Increased 11.5 points</p> <p>121 Students</p>	<p>Long-Term English Learners</p> <p>No Performance Color</p> <p>Less than 11 Students</p> <p>10 Students</p>
<p>Foster Youth</p> <p>No Performance Color</p> <p>0 Students</p>	<p>Homeless</p> <p>No Performance Color</p> <p>Less than 11 Students</p> <p>2 Students</p>	<p>Socioeconomically Disadvantaged</p> <p>Red</p> <p>80.3 points below standard</p> <p>Maintained 1.4 points</p> <p>167 Students</p>

<p>Students with Disabilities</p>  <p>No Performance Color</p> <p>150.8 points below standard</p> <p>Declined 29.5 points</p> <p>32 Students</p>	<p>African American</p>  <p>No Performance Color</p> <p>Less than 11 Students</p> <p>5 Students</p>	<p>American Indian</p>  <p>No Performance Color</p> <p>Less than 11 Students</p> <p>2 Students</p>
<p>Asian</p>  <p>No Performance Color</p> <p>9.0 points below standard</p> <p>Maintained 2.6 points</p> <p>11 Students</p>	<p>Filipino</p>  <p>No Performance Color</p> <p>0 Students</p>	<p>Hispanic</p>  <p>Red</p> <p>88.7 points below standard</p> <p>Declined 4.5 points</p> <p>161 Students</p>
<p>Two or More Races</p>  <p>No Performance Color</p> <p>Less than 11 Students</p> <p>3 Students</p>	<p>Pacific Islander</p>  <p>No Performance Color</p> <p>Less than 11 Students</p> <p>2 Students</p>	<p>White</p>  <p>No Performance Color</p> <p>Less than 11 Students</p> <p>9 Students</p>

Conclusions based on this data:

1. English Language Arts continue to be poor. We will need to increase our interventions and decrease the size of our intervention groups when possible to give more individualized support. We will do this through our use of instructional aides, small groups, our targeted walk-to-read program, use of supplemental programs on top of our curriculum such as AR and iReady.
2. We will need to ensure our staff is properly trained on all curriculum to help support our students' learning. Such training will include Lucy Calkins Writing Workshop, Collaborative Curriculum Design (CCD) units of study, and GLAD strategies.
3. We need to support our families with resources and strategies to support the student from home. We will change our Back to School Night to a Family Teacher Teams model in which teachers will support families with strategies and materials to support the student's education from home.

School and Student Performance Data

Academic Performance Mathematics

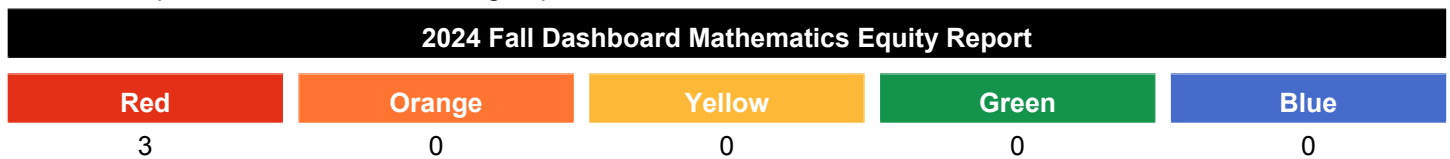
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This section provides number of student groups in each level.



This section provides a view of how well students are meeting grade-level standards on the 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		
<p>All Students</p> <p>Orange</p> <p>94.8 points below standard</p> <p>Declined 16.2 points</p> <p>195 Students</p>	<p>English Learners</p> <p>Red</p> <p>108.0 points below standard</p> <p>Declined 10.3 points</p> <p>123 Students</p>	<p>Long-Term English Learners</p> <p>No Performance Color</p> <p>Less than 11 Students</p> <p>10 Students</p>
<p>Foster Youth</p> <p>No Performance Color</p> <p>0 Students</p>	<p>Homeless</p> <p>No Performance Color</p> <p>Less than 11 Students</p> <p>2 Students</p>	<p>Socioeconomically Disadvantaged</p> <p>Red</p> <p>96.3 points below standard</p> <p>Declined 15.8 points</p> <p>168 Students</p>

<p>Students with Disabilities</p>  <p>No Performance Color 139.9 points below standard Declined 4.8 points 32 Students</p>	<p>African American</p>  <p>No Performance Color Less than 11 Students 5 Students</p>	<p>American Indian</p>  <p>No Performance Color Less than 11 Students 2 Students</p>
<p>Asian</p>  <p>No Performance Color 51.6 points below standard Declined 38.6 points 11 Students</p>	<p>Filipino</p>  <p>No Performance Color 0 Students</p>	<p>Hispanic</p>  <p>Red 103.5 points below standard Declined 17.4 points 162 Students</p>
<p>Two or More Races</p>  <p>No Performance Color Less than 11 Students 3 Students</p>	<p>Pacific Islander</p>  <p>No Performance Color Less than 11 Students 3 Students</p>	<p>White</p>  <p>No Performance Color Less than 11 Students 9 Students</p>

Conclusions based on this data:

1. 94.8% of our students are scoring below average. We will do data dives and goal setting with our teachers during grade level release days to aid in increased student achievement.
2. We will ensure that all staff are trained in our adopted math programs that are based off the common core state standards. These include EveryDay Math and CPM.
3. We will schedule a Family Math Game Night during the school year, and will calendar more events such as this one to support our parents in assisting their students with their math.

School and Student Performance Data



Academic Performance English Learner Progress

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

2024 Fall Dashboard English Learner Progress Indicator	
English Learner Progress  Orange 48.3% making progress. Number Students: 143 Students	Long-Term English Learner Progress  No Performance Color making progress. Number Students: 9 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
18.9%	32.9%	0%	48.3%

Conclusions based on this data:

- To support our emergent bilingual students, we will continue to work on our consistency and implementation of our ELD curriculum, ensuring that teachers are properly trained in the curriculum, understand how to access and use it effectively, and are doing so on a daily basis. We also need to draw upon our bilingual staff members to support our newcomers, as well as our emergent bilingual students
- We will make sure that all teachers are trained in integrated ELD GLAD Strategies
- We will increase our ELD focus from being mostly on reading fluency to higher levels reading and math comprehension, as well as overall writing skills across the curriculum

School and Student Performance Data

Academic Engagement Chronic Absenteeism

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This section provides number of student groups in each level.










2024 Fall Dashboard Chronic Absenteeism Equity Report



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 28.3% Chronically Absent Declined 13.2 413 Students	 Yellow 30.8% Chronically Absent Declined 10.5 240 Students	 No Performance Color Fewer than 11 students - data not displayed for privacy 10 Students
Foster Youth	Homeless	Socioeconomically Disadvantaged
 No Performance Color Fewer than 11 students - data not displayed for privacy 3 Students	 No Performance Color 70.6% Chronically Absent 0 17 Students	 Yellow 29.3% Chronically Absent Declined 13.9 355 Students

<p>Students with Disabilities</p>  <p>Orange</p> <p>33.3% Chronically Absent</p> <p>Declined 13</p> <p>69 Students</p>	<p>African American</p>  <p>No Performance Color</p> <p>0% Chronically Absent</p> <p>0</p> <p>18 Students</p>	<p>American Indian</p>  <p>No Performance Color</p> <p>Fewer than 11 students - data not displayed for privacy</p> <p>2 Students</p>
<p>Asian</p>  <p>No Performance Color</p> <p>14.3% Chronically Absent</p> <p>Declined 35.7</p> <p>21 Students</p>	<p>Filipino</p>  <p>No Performance Color</p> <p>Fewer than 11 students - data not displayed for privacy</p> <p>1 Student</p>	<p>Hispanic</p>  <p>Yellow</p> <p>30.4% Chronically Absent</p> <p>Declined 12.1</p> <p>329 Students</p>
<p>Two or More Races</p>  <p>No Performance Color</p> <p>Fewer than 11 students - data not displayed for privacy</p> <p>10 Students</p>	<p>Pacific Islander</p>  <p>No Performance Color</p> <p>Fewer than 11 students - data not displayed for privacy</p> <p>7 Students</p>	<p>White</p>  <p>No Performance Color</p> <p>40% Chronically Absent</p> <p>Increased 5.4</p> <p>25 Students</p>

Conclusions based on this data:

1. We need to decrease our chronic absenteeism across the board, but especially with certain subcategories: English Learners, low SPED students, our hispanic population, and our students with disabilities.
2. We will need to work on educating our parents on the importance of regular attendance, including students arriving on time for school each day
3. We will incentivize student attendance with awards at our monthly Assemblies.

School and Student Performance Data

Academic Engagement Graduation Rate

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Red Orange Yellow Green Blue
Lowest Performance Highest Performance

This section provides number of student groups in each level.



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. N/A

School and Student Performance Data

Conditions & Climate Suspension Rate

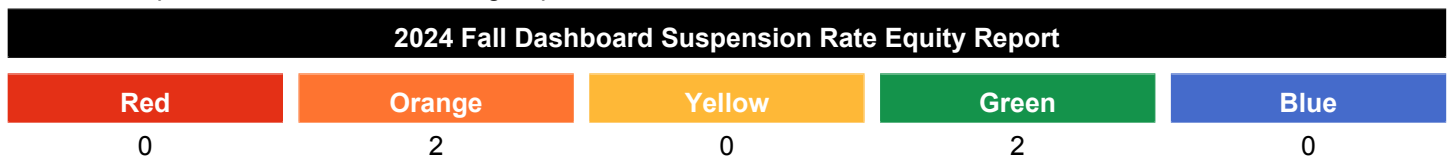
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This section provides number of student groups in each level.



This section provides information about the percentage of students in kindergarten through grade 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		
<p>All Students</p> <p>Orange</p> <p>1.9% suspended at least one day</p> <p>Increased 0.5%</p> <p>422 Students</p>	<p>English Learners</p> <p>Orange</p> <p>2.9% suspended at least one day</p> <p>Increased 2%</p> <p>245 Students</p>	<p>Long-Term English Learners</p> <p>No Performance Color</p> <p>Fewer than 11 students - data not displayed for privacy</p> <p>10 Students</p>
<p>Foster Youth</p> <p>No Performance Color</p> <p>Fewer than 11 students - data not displayed for privacy</p> <p>3 Students</p>	<p>Homeless</p> <p>No Performance Color</p> <p>0% suspended at least one day</p> <p>18 Students</p>	<p>Socioeconomically Disadvantaged</p> <p>Green</p> <p>1.4% suspended at least one day</p> <p>Declined 0.5%</p> <p>361 Students</p>

<p>Students with Disabilities</p>  <p>Green</p> <p>1.4% suspended at least one day</p> <p>Declined 1.4%</p> <p>70 Students</p>	<p>African American</p>  <p>No Performance Color</p> <p>0% suspended at least one day</p> <p>Maintained 0%</p> <p>20 Students</p>	<p>American Indian</p>  <p>No Performance Color</p> <p>Fewer than 11 students - data not displayed for privacy</p> <p>2 Students</p>
<p>Asian</p>  <p>No Performance Color</p> <p>0% suspended at least one day</p> <p>Maintained 0%</p> <p>22 Students</p>	<p>Filipino</p>  <p>No Performance Color</p> <p>Fewer than 11 students - data not displayed for privacy</p> <p>1 Student</p>	<p>Hispanic</p>  <p>Orange</p> <p>2.4% suspended at least one day</p> <p>Increased 0.7%</p> <p>334 Students</p>
<p>Two or More Races</p>  <p>No Performance Color</p> <p>Fewer than 11 students - data not displayed for privacy</p> <p>10 Students</p>	<p>Pacific Islander</p>  <p>No Performance Color</p> <p>Fewer than 11 students - data not displayed for privacy</p> <p>8 Students</p>	<p>White</p>  <p>No Performance Color</p> <p>0% suspended at least one day</p> <p>Maintained 0%</p> <p>25 Students</p>

Conclusions based on this data:

1. We need to continue to utilize our robust Tier 2 team to support students dealing with trauma.
2. We need to continue to increase our MTSS and restorative practices as a staff and continue to educate students on using self-regulation tools such as the ToolBox Tools.
3. We need to work with our FEF to help connect families with supports they need both emotionally and academically so they are set up to achieve their best during the school day.

School and Student Performance Data

CAASPP Results English Language Arts/Literacy (All Students)

2022-23 CAASPP data is expected to be released in June, 2023 per CDE. These data tables have been populated with all available data and prepped so the 2022-23 data is imported as soon as the data becomes available.

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	57	45	52	55	43	52	55	43	52	96.5	95.6	100
Grade 4	66	57	38	65	57	37	65	57	37	98.5	100.0	97.4
Grade 5	63	62	59	58	61	56	58	61	56	92.1	98.4	94.9
Grade 6	61	61	56	59	61	55	59	61	55	96.7	100.0	98.2
All Grades	247	225	205	237	222	200	237	222	200	96.0	98.7	97.6

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	2335.	2332.	2347.	1.82	4.65	1.92	10.91	9.30	11.54	20.00	20.93	30.77	67.27	65.12	55.77
Grade 4	2375.	2381.	2407.	0.00	3.51	8.11	7.69	15.79	16.22	21.54	21.05	13.51	70.77	59.65	62.16
Grade 5	2426.	2417.	2433.	1.72	0.00	7.14	17.24	14.75	16.07	22.41	19.67	28.57	58.62	65.57	48.21
Grade 6	2451.	2486.	2442.	5.08	1.64	1.82	6.78	32.79	10.91	35.59	34.43	36.36	52.54	31.15	50.91
All Grades	N/A	N/A	N/A	2.11	2.25	4.50	10.55	18.92	13.50	24.89	24.32	28.50	62.45	54.50	53.50

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	3.64	4.65	0.00	52.73	41.86	63.46	43.64	53.49	36.54
Grade 4	3.08	5.26	8.11	60.00	61.40	56.76	36.92	33.33	35.14
Grade 5	6.90	1.64	5.36	63.79	60.66	62.50	29.31	37.70	32.14
Grade 6	6.78	4.92	1.82	35.59	57.38	47.27	57.63	37.70	50.91
All Grades	5.06	4.05	3.50	53.16	56.31	57.50	41.77	39.64	39.00

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	0.00	2.33	0.00	34.55	39.53	48.08	65.45	58.14	51.92
Grade 4	0.00	0.00	5.41	49.23	50.88	51.35	50.77	49.12	43.24
Grade 5	3.45	1.64	1.79	39.66	52.46	50.00	56.90	45.90	48.21
Grade 6	0.00	6.56	3.64	44.07	65.57	40.00	55.93	27.87	56.36
All Grades	0.84	2.70	2.50	42.19	53.15	47.00	56.96	44.14	50.50

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	1.82	2.33	1.92	74.55	51.16	73.08	23.64	46.51	25.00
Grade 4	4.62	7.02	5.41	61.54	68.42	70.27	33.85	24.56	24.32
Grade 5	5.17	3.28	5.36	74.14	60.66	75.00	20.69	36.07	19.64
Grade 6	10.17	11.48	5.45	64.41	65.57	69.09	25.42	22.95	25.45
All Grades	5.49	6.31	4.50	68.35	62.16	72.00	26.16	31.53	23.50

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	3.64	2.33	3.85	52.73	58.14	61.54	43.64	39.53	34.62
Grade 4	0.00	3.51	2.70	64.62	66.67	78.38	35.38	29.82	18.92
Grade 5	0.00	1.64	7.14	65.52	54.10	69.64	34.48	44.26	23.21
Grade 6	3.39	6.56	5.45	61.02	67.21	56.36	35.59	26.23	38.18
All Grades	1.69	3.60	5.00	61.18	61.71	65.50	37.13	34.68	29.50

Conclusions based on this data:

1.

School and Student Performance Data

CAASPP Results Mathematics (All Students)

2022-23 CAASPP data is expected to be released in June, 2023 per CDE. These data tables have been populated with all available data and prepped so the 2022-23 data is imported as soon as the data becomes available.

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	57	45	52	56	44	52	56	44	52	98.2	97.8	100
Grade 4	66	58	38	65	58	38	65	58	38	98.5	100.0	100
Grade 5	63	62	59	59	61	59	59	61	59	93.7	98.4	100
Grade 6	61	61	56	61	61	56	61	61	56	100.0	100.0	100
All Grades	247	226	205	241	224	205	241	224	205	97.6	99.1	100

* 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	2333.	2374.	2372.	1.79	2.27	3.85	3.57	20.45	15.38	19.64	29.55	26.92	75.00	47.73	53.85
Grade 4	2382.	2406.	2420.	0.00	3.45	5.26	10.77	8.62	15.79	20.00	37.93	31.58	69.23	50.00	47.37
Grade 5	2412.	2414.	2425.	0.00	1.64	3.39	3.39	6.56	10.17	18.64	14.75	25.42	77.97	77.05	61.02
Grade 6	2456.	2492.	2410.	0.00	6.56	1.79	8.20	19.67	1.79	42.62	36.07	19.64	49.18	37.70	76.79
All Grades	N/A	N/A	N/A	0.41	3.57	3.41	6.64	13.39	10.24	25.31	29.46	25.37	67.63	53.57	60.98

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	3.57	9.09	3.85	32.14	43.18	44.23	64.29	47.73	51.92
Grade 4	1.54	5.17	10.53	30.77	43.10	44.74	67.69	51.72	44.74
Grade 5	0.00	1.64	1.69	45.76	44.26	40.68	54.24	54.10	57.63
Grade 6	3.28	6.56	1.79	57.38	63.93	30.36	39.34	29.51	67.86
All Grades	2.07	5.36	3.90	41.49	49.11	39.51	56.43	45.54	56.59

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	0.00	0.00	9.62	44.64	61.36	53.85	55.36	38.64	36.54
Grade 4	1.54	5.17	5.26	33.85	43.10	55.26	64.62	51.72	39.47
Grade 5	0.00	0.00	1.69	49.15	47.54	50.85	50.85	52.46	47.46
Grade 6	6.56	6.56	3.57	62.30	67.21	48.21	31.15	26.23	48.21
All Grades	2.07	3.13	4.88	47.30	54.46	51.71	50.62	42.41	43.41

Conclusions based on this data:

1.

School and Student Performance Data

2024 Fall Dashboard Summary Data Points

The tables below are a summary of the 2024 Fall Dashboard data by student group.

Demographic Percentages

The total number of students enrolled on Fall Census Day in the local educational agency or school as reported in the California Longitudinal Pupil Achievement Data System (CALPADS).

Total Enrollment	Socioeconomically Disadvantaged	Students with Disabilities	English Learners	Homeless	Foster Youth	Hispanic	White	African American
381	86.1%	13.1%	57.2%	2.1%	0.8%	81.1%	6%	2.9%

Chronic Absenteeism Percentages

The Chronic Absenteeism state indicator shows how many students were absent for 10 percent or more of the total instructional school days each student was expected to attend. Note that this indicator is not reported for high schools. However, chronic absenteeism rates for all grade levels (K through grade twelve) can be accessed through the California Department of Education (CDE) DataQuest web page at <https://dq.cde.ca.gov/dataquest/>.

All Students	Socioeconomically Disadvantaged	Students with Disabilities	English Learners	Homeless	Foster Youth	Hispanic	White	African American
28.3% Chronically Absent	29.3% Chronically Absent	33.3% Chronically Absent	30.8% Chronically Absent	70.6% Chronically Absent		30.4% Chronically Absent	40% Chronically Absent	0% Chronically Absent

Suspension Percentages

The Suspension Rate state indicator shows the percentage of students who were suspended for at least one cumulative day in a given school year.

All Students	Socioeconomically Disadvantaged	Students with Disabilities	English Learners	Homeless	Foster Youth	Hispanic	White	African American
1.9% suspended at least one day	1.4% suspended at least one day	1.4% suspended at least one day	2.9% suspended at least one day	0% suspended at least one day		2.4% suspended at least one day	0% suspended at least one day	0% suspended at least one day

Math Percentages

This measure of the Academic Performance state indicator reports student progress on the statewide assessment for mathematics. It uses the Smarter Balanced Summative Assessments and California Alternate Assessments, and it is calculated based on the average "Distance from Standard" for all students in grades 3 through 8 and/or grade 11.

All Students	Socioeconomically Disadvantaged	Students with Disabilities	English Learners	Homeless	Foster Youth	Hispanic	White	African American
94.8 points below standard	96.3 points below standard	139.9 points below standard	108.0 points below standard			103.5 points below standard		

ELA Percentages

This measure of the Academic Performance state indicator reports student progress on the statewide assessment for English Language Arts/Literacy. It uses the Smarter Balanced Summative Assessments and California Alternate Assessments, and it is calculated based on the average "Distance from Standard" for all students in grades 3 through 8 and/or grade 11.

All Students	Socioeconomically Disadvantaged	Students with Disabilities	English Learners	Homeless	Foster Youth	Hispanic	White	African American
78.7 points below standard	80.3 points below standard	150.8 points below standard	92.7 points below standard			88.7 points below standard		

Goals, Strategies/Activities, and Expenditures

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

LEA/LCAP Goal

Goal 1: SRCS will provide student-centered teaching and learning opportunities by increasing programs and services that maximize student growth toward meeting or exceeding standards with an emphasis on the areas of English Language Arts and Math.

Goal 1

Increase student proficiency in English Language Arts (ELA) (Reading and Writing), English Language Development (ELD), and Mathematics through robust, target first instruction that includes research-proven learning strategies that foster academic growth and help students meet grade-level benchmarks.

Identified Need

A description of any areas that need significant improvement based on a review of Dashboard and local data, including any areas of low performance and significant performance gaps among student groups on Dashboard indicators, and any steps taken to address those areas

The CA Dashboard data for Lehman indicates that students are not meeting proficiency in ELA (78.7 points below standards) and Math (94.8 points below standard).

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.

Metric/Indicator

Core Phonics Screener (Walk to Read), iReady, DRA (K-2), DIBELS (3-6), SBAC (3-6), ELPAC and reclassification rates.

Baseline/Actual Outcome

Beginning of the year assessments and previous ELPAC, SBAC scores

Expected Outcome

Increase academic progress as measured by the iReady assessment trimester and end-of-year benchmarks. We expect to see our students go up one level in their summative ELPAC and SBAC scores.

Strategy/Activity Table

Complete a copy of the Strategy/Activity table for each of the school’s strategies/activities. Add additional rows as necessary.

Strategy/ Activity #	Description	Students to be Served	Proposed Expenditures	Funding Source
1.1	#1: Materials and Supplies: -ELPAC and Staff Meeting snacks (\$2,000) -Purchase materials to support student success, promote engagement, and literacy development -Handwriting without Tears for K-3 and Typing for 4-5	All Students	10,500 14,560	0500 - Supplemental 3010 - Title I
1.2	#2: Computer Software: Purchase computer software to support learning across the curriculum (Go Guardian and Accelerated Reader).	All Students	6,000	0500 - Supplemental
1.3	#3 Teacher Extra duty: Teacher-led after school tutoring with a focus on literacy Teacher-led clubs, communication, and support that engages families	All Students, especially ELLs	5,000	3010 - Title I
1.4	#4 Teacher Extra duty: Staff-led professional development	All Students	2,000	0500 - Supplemental
1.5	#5 Books: Classroom Libraries to support literacy development	All Students	15,000	3010 - Title I
1.6	#6 Classified Extra Duty: Provide supplemental ELD and Newcomer intervention for EL students	EL Students	5,000	3010 - Title I
<p>To Add a Row: Click “Add Row.” To Remove a Row: Clear all content, including spaces from each cell in the row.</p>				

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

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

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

With the decline in test scores across all subject areas as demonstrated on the California Dashboard, our implementation strategies need some adjusting. Our scores did not reflect an effective plan to support student achievement.

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 intended implementation for Goal 1 was to increase student proficiency in English Language Arts (ELA) (Reading and Writing), English Language Development (ELD), and Mathematics. This goal was not met.

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.

With limited resources to fund support positions, we will adjust our instructional practices during Walk to Read in 3rd - 6th grade to place instructional emphasis on CAASPP practice and Performance Task repetition

Goals, Strategies/Activities, and Expenditures

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

LEA/LCAP Goal

Goal 2: SRCS, in partnership with our community, commits to developing safe, inclusive, culturally responsive learning environments to promote social-emotional wellness and address the physical needs of students, families, and staff.

Goal 2

Increase student attendance, punctuality, and engagement as well as family participation by providing families with support, training, and resources on topics of interest. This goal will be guided by student attendance data, parent participation in ELAC or PFO, and stakeholder feedback via our Youth Truth survey.

Identified Need

A description of any areas that need significant improvement based on a review of Dashboard and local data, including any areas of low performance and significant performance gaps among student groups on Dashboard indicators, and any steps taken to address those areas

Even with a slight decline of 13.2%, placing us in the “yellow zone” for chronic absenteeism, 28.36% of our students are still chronically absent.

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.

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
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Complete a copy of the Strategy/Activity table for each of the school's strategies/activities. Add additional rows as necessary.

Strategy/ Activity #	Description	Students to be Served	Proposed Expenditures	Funding Source
2.1	#1: Materials and Supplies - Light refreshments for parent meetings	All Students, especially ELLs	1,434	Title I - Parent Participation
2.2	#2: Student incentives - Purchase student incentives to	All Students	5,000	0500 - Supplemental

Strategy/ Activity #	Description	Students to be Served	Proposed Expenditures	Funding Source
	encourage academic achievement and engagement.			
2.3	#3: Teacher extended day and Release Time -Pay for teacher release time for IEP/SST/504 meetings, student leadership and SSA meetings (\$15,000) -ASB Advisor hours (\$5,000) -TOSA hours (\$4,000) -Learning Rounds with a focus on Tier 1 instruction and differentiation (\$3,000) -Subcommittees to create alignment in literacy/ELD/Tier 1 practices	All Students	27,000	0500 - Supplemental
2.4	#4: Classified Extra Duty -Provide childcare, translation services, and student safety coverage (\$8,000) -Pay for a communications manager to manage website and marquee (\$1,000) -Pay for book-fair hours to engage families -Pay for basketball coaching	All Students	9,000	0500 - Supplemental
<p>To Add a Row: Click “Add Row.” To Remove a Row: Clear all content, including spaces from each cell in the row.</p>				

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

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

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

We were effective in holding Learning Rounds with a focus on Tier 1 instruction and differentiation, which led to greater student

engagement. By paying for extended learning opportunities and afterschool enrichment, our students participated in basketball, Girls on the Run, and various other after school clubs. All 1st - 6th grade students participated in our AR Clubs, gaining reading incentives from participation and engagement.

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 differences between the intended implementation and expenditures.

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.

No changes will be made.

Goals, Strategies/Activities, and Expenditures

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

LEA/LCAP Goal

Goal 3: SRCS commits to providing high-quality, relevant staff development that promotes professional growth and collaboration to increase student engagement.

Goal 3

Teachers will attend professional development opportunities to support pedagogical leadership, innovation, and tools to promote improved student learning outcomes. In addition, we will create a culture of continuous growth by nurturing learning communities, analyzing comprehensive data, and using strategic planning through an inquiry cycle. These efforts will enhance the skills and knowledge of our staff, enabling them to meet the diverse needs of our students more effectively. In doing so, we will cultivate a culture of continuous growth and improvement for our staff.

Identified Need

A description of any areas that need significant improvement based on a review of Dashboard and local data, including any areas of low performance and significant performance gaps among student groups on Dashboard indicators, and any steps taken to address those areas.

We need to understand the diverse needs of students more effectively so that students can be socially and academically successful.

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.

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Youth Truth Grade Level Release Days Staff meeting PD	50% of our classroom teachers are participating in professional development.	100% of our classroom teachers are participating in professional development for the purpose of meeting the diverse needs of our students.

Complete a copy of the Strategy/Activity table for each of the school's strategies/activities. Add additional rows as necessary.

Strategy/ Activity #	Description	Students to be Served	Proposed Expenditures	Funding Source
3.1	#1: Grade level release days - Provide teachers with one grade level release day each trimester to nurture learning communities that analyze data and develop strategic plans to support student achievement.	All Students	12,000	0500 - Supplemental
<p>To Add a Row: Click “Add Row.” To Remove a Row: Clear all content, including spaces from each cell in the row.</p>				

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

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

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

Professional development opportunities to support pedagogical leadership, innovation, and tools to promote improved student learning outcomes took place during our Trimester grade level release days. Teachers developed a site-wide data page to better track student progress and Tier 2 referrals, a list and rubric for common assessments to build alignment across our site, and developed a scope and sequence to ensure fidelity to district adopted curriculum.

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

Each of these tools our teachers created this year will support pedagogical leadership, innovation, and improved student learning outcomes

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 goal will remain the same, with a greater emphasis on nurturing learning communities, analyzing comprehensive data, and using strategic planning through an inquiry cycle. We will maintain fidelity to our Tier 1 instructional strategies and curricular agreements,

using learning rounds as a way to continue to improve instruction.

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	\$112,494.00
Total Federal Funds Provided to the School from the LEA for Title I	\$

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 (\$)
3010 - Title I	\$39,560.00

Subtotal of additional federal funds included for this school: \$39,560.00

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

State or Local Programs	Allocation (\$)
0500 - Supplemental	\$71,500.00
Title I - Parent Participation	\$1,434.00

Subtotal of state or local funds included for this school: \$72,934.00

Total of federal, state, and/or local funds for this school: \$112,494.00

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

Expenditures by Funding Source

Funding Source

Amount

0500 - Supplemental

71,500.00

3010 - Title I

39,560.00

Title I - Parent Participation

1,434.00

Expenditures by Goal

Goal Number

Total Expenditures

Goal 1

58,060.00

Goal 2

42,434.00

Goal 3

12,000.00

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
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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 .

Attested:



Principal, Christina Cena on 5/19/25

SSC Chairperson, Lia Killeen on 5/19/25

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/Activities, and 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**asurable, **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/guidanceuseinvestment.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/guidanceuseinvestment.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