

School Plan for Student Achievement (SPSA)

School Name	County-District-School (CDS) Code	Schoolsite Council (SSC) Approval Date	Local Board Approval Date
William Collier Elementary School	33-75176-6115174	May 14, 2026	June 11, 2026

The School Plan for Student Achievement (SPSA) is a strategic plan that maximizes the resources available to the school while minimizing duplication of effort with the ultimate goal of increasing student achievement. SPSA development should be aligned with and inform the Local Control and Accountability Plan (LCAP) process.

This SPSA template consolidates all school-level planning efforts into one plan for programs funded through the Consolidated Application (ConApp), and for federal Additional Targeted Support and Improvement (ATSI), pursuant to California Education Code (EC) Section 64001 and the Elementary and Secondary Education Act (ESEA) as amended by the Every Student Succeeds Act (ESSA). This template is designed to meet schoolwide program planning requirements for both the SPSA and federal ATSI planning requirements.

California's ESSA State Plan supports the state's approach to improving student group performance through the utilization of federal resources. Schools use the SPSA to document their approach to maximizing the impact of federal investments in support of underserved students. The implementation of ESSA in California presents an opportunity for schools to innovate with their federally-funded programs and align them with the priority goals of the school and the local educational agency (LEA) that are being realized under the state's Local Control Funding Formula (LCFF).

The LCFF provides schools and LEAs flexibility to design programs and provide services that meet the needs of students in order to achieve readiness for college, career, and lifelong learning. The SPSA planning process supports continuous cycles of action, reflection, and improvement. Consistent with EC 64001(g)(1), the Schoolsite Council (SSC) is required to develop and annually review the SPSA, establish an annual budget, and make modifications to the plan that reflect changing needs and priorities, as applicable.

This plan is being used by William Collier Elementary School for meeting ESSA's planning requirements for in alignment with the LCAP and other federal, state, and local programs.

This template is based on the December, 2023 CDE revision of the School Plan for Student Achievement. Some modifications have been made inform the SPSA development process.

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Plan Description

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

In alignment with LEUSD's LCAP, this plan was developed as a result of a comprehensive needs assessment inclusive of a root cause analysis in order to meet the needs of students most at-risk of not meeting standards.

Educational Partner Involvement

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

Involvement Process for the SPSA and Annual Review and Update

The school collaborated with the following partners: English Learner Advisory Council (ELAC), School Site Council (SSC), Leadership and the District Office.

SSC:

9/11/25: SSC reviewed the existing plan, gave feedback on actions and discussed how we will be monitoring existing actions. Reviewed and approved 4 Way pledge, Title I parent involvement policy

10/23/25: SSC discussed actions and reviewed status of actions. Discussed school safety plan.

11/20/25: SSC reviewed Dashboard data. Discussed the stress teachers are feeling around time out of the classroom and lack of subs for the high number of district trainings. Also discussed ways to improve attendance.

1/29/26: SSC discussed and approved changes to existing plan. Changes made reflected the need for and additional \$110 needed for math festival and not all monies needed for Kagan training. SSC reviewed, and approved Safe School Plan, 4 Way Pledge, and WCE Title 1 Parent Involvement Policy.

02/12/26: SSC discussed current dashboard data, progress on actions and the need to stay the course with the actions that have occurred. Parents expressed the importance of continued commitment to parent teacher conferences.

03/12/26: SSC reviewed current iReady data and discussed reasons for improved scores. SSC conducted needs assessment and revealed the need to continue to increase math language routines, and support families in meeting with teachers as well as continue to grow in the work around PLCs. Teachers shared that the work around our PLC has been encouraging and looking forward to the continued work.

04/20/26: SSC discussed the conversations with staff and feedback around possible goals. SSC also discussed ELAC recommendations that we support parents by ensuring parent teacher conferences and homework support are a priority. SSC recognized the need to support teachers and students with behaviors that disrupt instruction. SSC council shared that the actions reflect the priorities and the needs that came out of the comprehensive needs assessment. SSC members shared that investing in the people (teachers) will make the most impact on the children. SSC reviewed the existing plan and discussed what worked and what did not work within the plan. Discussed the need to mentor chronically absent students and the benefits of the PBIS days.

ELAC:

9/22/25: Reviewed ELAC responsibilities for advising SSC. Reviewed the current goals and actions in the SPSA. Parents asked for clarification regarding academic talk in the classrooms.

11/17/25: Data Review and Input

02/03/26: Needs Assessment and SPSA Input - Parents asked about continued support for Parent Teacher Conferences and the need for regular language support in the office

4/14/26: SPSA Input - Parents asked about including tutoring and parent teacher conferences in the SPSA.

Based on feedback: SPSA will include language support in the front office for Spanish speaking families.

PTA

3/9/26: Asked PTA for input and shared possible actions. PTA shared that our students need to be supported to reach their potential and that focusing on teachers is the best way to do that.

Based on feedback: Will continue with mentoring chronically as

Leadership:

08/18/25: Discussed role of leadership and the school plan. Reflected on importance of the commitment to student improvement

9/15/25: Focused on PLC Needs and area of focus for working with Solution Tree

09/24/25: Worked with Solution Tree Consultant on the development of the School Vision

10/13/25: Reviewed EL and SWD data and attendance. Discussed the need to focus on SWD specifically in the area of ELA.

11/12/25: Discussed supporting students with behaviors and supporting teachers with de-escalating behaviors.

12/8/25: Discussed preparing for empathy interviews.

02/9/26: Discuss Annual Measurable Outcomes, how have we done with the implementation of our actions and discuss possible needs for the following school year. Discussed the need to continue the work we have begun.

03/09/26: Needs Assessments, Root Causes, input for 26-27 SPSA- Leadership shared that the need to continue the work begun is critical.

03/17/26: Discussed staff feedback around 26-27 actions and how to honor teacher needs and continue the work started. Leadership discussed how to reduce time out of the classroom.

Based on feedback: Will discontinue additional Kagan trainings with a focus on internal implementation, will add Solution Tree workshop and continue with Solution Tree consultant.

Staff Meetings:

12/9/24: Reviewed iReady Data and discussed trends and areas of need. Staff shared that as they get more proficient with 95% students are making progress.

2/24/25: Reviewed dashboard data and discussed student needs. Staff discussed need to address chronic absenteeism and behaviors. Staff discussed possible math adoption and the supports that would be needed to implement fully.

4/14/25: Used Fist of 5 to determine consensus around proposed actions. Made decisions about removing and modifying actions based on feedback. Staff asked to remove training around Trauma Informed Practices. Staff asked to continue parent teacher conferences.

Based on feedback: Will remove trauma informed practices and will continue parent teacher conferences.

District Office: The LEA supported the school during 5 improvement meetings on the following dates.

09/10/25: The LEA provided training on Monitoring and Evaluation and Evidence-based Interventions

03/10/26: The LEA provided training and feedback on the Comprehensive Needs Assessment

Resource Inequities

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

This section is required for all schools eligible for ATSI and CSI only.

Comprehensive Needs Assessment Components

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.

Goal 1 - Academic Achievement

1a - ELA

Overall we are -22.3 dfs an increase of 5.5 points (Yellow)

SWD are -81.4 dfs and decreased 10.2 points and performed at the Red Level (SBAC). White students are -33.9 dfs (Orange) and English Learners (-27.7 dfs), Hispanic (-22.2 dfs), Socio-Economically Disadvantaged (-29 dfs) students all performed at an Yellow Level. (SBAC)

1b - Math

Overall we are -44.6 dfs which is maintained from the previous year. (Orange)

SWD are -94.2 DFS and decreased 21.1 points (Orange). All subcategories; English Learners (-53.7 dfs), Hispanic (-50.4 dfs), Socio-Economically Disadvantaged (-50.6 dfs), Students with Disabilities (-94.2 dfs), and White (-43.1 dfs) students performing at the Orange Level (SBAC)

1c EL: Overall EL's are -27.7 dfs in ELA (Yellow) and -53.7 dfs in Math (Orange) Current EL's are -75.1 DFS (SBAC-ELA)

Goal 2 - Student, Family and Community Engagement

2a - Overall Chronic Absenteeism remained at 23% which gave us an overall Red. African American (26.1% up 2.9%) students, Hispanic (23.4% up .5%) and Students with Disabilities (25.2% up 3%) increased in Chronic Absenteeism to 36.8% (48 students) and were Red in Chronic Absenteeism.

English Learners, Homeless, 2 or More Races, SED, and White were Orange in Chronic Absenteeism with Homeless declining 10.4% to 26.3%

2b - African American Students decreased 2.9% in Suspension Rates to 4.2% suspended and were Yellow on the Dashboard. SWD was also Yellow with a decrease of .6% to 3.5% suspended. White Students were Orange with an increase of .9% to 1.6% suspended at least one day.

Overall Chronic Absenteeism remained at 23% which gave us an overall Red.

Goal 3 - Building Staff Capacity

PLC Collaborative Rubric showed that teams needs to grow in the timely use of data, developing common assessments and writing SMART goals.

Additionally, LETRS Leadership Rubric showed areas of need to match and need to include progress monitoring as we work on common goals around literacy. The team discussed this including math, as well.

Priority Root Causes:

Lack of use of comprehensive viable curriculum

Lack of a cohesive Tier 1 instructional experience for students

Students lack access to a standards aligned instructional experience with designated supports

At risk students do not feel connected to school.

WCE will take the following actions to address these needs:

Goal 1 Action 1: Train and coach teachers in Math Language Routines and align routines with Kagan Structures.

Goal 1 Action 2: Focused Collaboration to target Essential Standards, Common Formative Assessments and Quality Lesson Design along with Instructional Practices support in the form of modeled lessons, instructional rounds and development of McRel strategies

Goal 2 Action 1: Mentor Chronically Absent Students with Goal Setting included. 80 hours of classified extra duty will be utilized to connect with specific students. They will set goals and monitor goals with students. They will monitor student needs through the conversations.

Goal 2 Action 2: Parent Teacher Conferences

Goal 2 Action 3: PBI days focused on students with repeat behavioral referrals.

Goal 2 Action 4: Spanish language office support for Spanish Speaking Families

Goal 3 Action 1: Solution Tree Workshop for Leadership Team focused on School Improvement for All

Goal 3 Action 2: Coaching Cycles w/ Solution Tree related to PLC processes

Goal 3 Action 3: Release Time to work with Coaches on Impact Cycles

School and Student Performance Data

Student Enrollment

This report displays the annual K-12 public school enrollment by student ethnicity and grade level for William Collier Elementary School. Annual enrollment consists of the number of students enrolled on Census Day (the first Wednesday in October). This information was submitted to the CDE as part of the annual Fall 1 data submission in the California Longitudinal Pupil Achievement Data System (CALPADS).

Enrollment By Student Group

Student Enrollment by Subgroup						
Student Group	Percent of Enrollment			Number of Students		
	23-24	24-25	25-26	23-24	24-25	25-26
American Indian	0.14%	%	0.15%	1		1
African American	7.49%	6.22%	6.59%	55	44	45
Asian	1.63%	2.12%	2.64%	12	15	18
Filipino	1.77%	1.56%	1.61%	13	11	11
Hispanic/Latino	64.71%	66.62%	67.06%	475	471	458
Pacific Islander	0.27%	0.85%	0.73%	2	6	5
White	18.26%	16.41%	16.11%	134	116	110
Multiple/No Response	5.72%	6.22%	5.12%	42	44	35
Total Enrollment				734	707	683

Enrollment By Grade Level

Student Enrollment by Grade Level			
Grade	Number of Students		
	23-24	24-25	25-26
Transitional Kindergarten		61	71
Kindergarten	102	110	102
Grade 1	137	95	106
Grade 2	115	119	98
Grade3	88	114	106
Grade 4	129	88	113
Grade 5	114	120	87
Total Enrollment	734	707	683

Conclusions based on this data:

1. See comprehensive needs assessment.
2. See comprehensive needs assessment.
3. See comprehensive needs assessment.

School and Student Performance Data

English Learner (EL) Enrollment

This report displays the annual K-12 public school enrollment by English Language Acquisition Status (ELAS). This information was submitted to the CDE as part of the annual Fall 1 data submission in the California Longitudinal Pupil Achievement Data System (CALPADS).

English Learner (EL) Enrollment						
Student Group	Number of Students			Percent of Students		
	23-24	24-25	25-26	23-24	24-25	25-26
English Learners	89	82	60	14.3%	12.1%	8.8%
Fluent English Proficient (FEP)	65	60	77	8.8%	8.9%	11.3%
Reclassified Fluent English Proficient (RFEP)				13.8%		

Conclusions based on this data:

1. See comprehensive needs assessment.
2. See comprehensive needs assessment.
3. See comprehensive needs assessment.

School and Student Performance Data

CAASPP Results English Language Arts/Literacy (All Students)

The Smarter Balanced Summative Assessments for ELA and mathematics are an annual measure of what students know and can do using the Common Core State Standards for English language arts/literacy and mathematics.

The purpose of the Smarter Balanced Summative Assessments is to assess student knowledge and skills for English language arts/literacy (ELA) and mathematics, as well as how much students have improved since the previous year. These measures help identify and address gaps in knowledge or skills early so students get the support they need for success in higher grades and for college and career readiness.

All students in grades three through eight and grade eleven take the Smarter Balanced Summative Assessments unless a student's active individualized education program (IEP) designates the California Alternate Assessments.

Visit the California Department of Education's [Smarter Balanced Assessment System](#) web page for more information.

Overall Participation for All Students												
Grade Level	# of Students Enrolled			# of Students Tested			# of Students with Scores			% of Enrolled Students Tested		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
Grade 3	119	87	111	118	86	111	118	86	111	99.2	98.9	100
Grade 4	111	120	86	111	119	86	111	119	86	100.0	99.2	100
Grade 5	113	113	114	113	111	113	113	111	113	100.0	98.2	99.1
All Grades	343	320	311	342	316	310	342	316	310	99.7	98.8	99.7

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		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
Grade 3	2383.	2384.	2410.	11.86	11.63	10.81	18.64	17.44	27.03	26.27	30.23	36.94	43.22	40.70	25.23
Grade 4	2422.	2442.	2437.	12.61	17.65	11.63	15.32	22.69	25.58	20.72	22.69	25.58	51.35	36.97	37.21
Grade 5	2456.	2475.	2477.	9.73	11.71	15.93	21.24	26.13	25.66	27.43	27.03	24.78	41.59	35.14	33.63
All Grades	N/A	N/A	N/A	11.40	13.92	12.90	18.42	22.47	26.13	24.85	26.27	29.35	45.32	37.34	31.61

Reading Demonstrating understanding of literary and non-fictional texts									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
Grade 3	10.17	6.98	12.61	61.02	61.63	72.07	28.81	31.40	15.32
Grade 4	10.81	15.13	6.98	64.86	58.82	68.60	24.32	26.05	24.42
Grade 5	9.73	12.61	14.16	62.83	64.86	61.06	27.43	22.52	24.78
All Grades	10.23	12.03	11.61	62.87	61.71	67.10	26.90	26.27	21.29

Writing Producing clear and purposeful writing									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
Grade 3	5.93	8.14	11.71	47.46	56.98	61.26	46.61	34.88	27.03
Grade 4	8.11	14.29	8.14	49.55	56.30	63.95	42.34	29.41	27.91
Grade 5	6.19	9.01	10.62	56.64	57.66	57.52	37.17	33.33	31.86
All Grades	6.73	10.76	10.32	51.17	56.96	60.65	42.11	32.28	29.03

Listening Demonstrating effective communication skills									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
Grade 3	10.17	4.65	7.21	73.73	75.58	80.18	16.10	19.77	12.61
Grade 4	9.91	12.61	9.30	72.97	66.39	69.77	17.12	21.01	20.93
Grade 5	7.96	13.51	12.39	73.45	70.27	67.26	18.58	16.22	20.35
All Grades	9.36	10.76	9.68	73.39	70.25	72.58	17.25	18.99	17.74

Research/Inquiry Investigating, analyzing, and presenting information									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
Grade 3	11.86	11.63	8.11	59.32	66.28	72.97	28.81	22.09	18.92
Grade 4	7.21	11.76	5.81	65.77	61.34	72.09	27.03	26.89	22.09
Grade 5	9.73	12.61	13.27	67.26	66.67	65.49	23.01	20.72	21.24
All Grades	9.65	12.03	9.35	64.04	64.56	70.00	26.32	23.42	20.65

Conclusions based on this data:

1. See comprehensive needs assessment.
2. See comprehensive needs assessment.
3. See comprehensive needs assessment.

School and Student Performance Data

CAASPP Results Mathematics (All Students)

The Smarter Balanced Summative Assessments for ELA and mathematics are an annual measure of what students know and can do using the Common Core State Standards for English language arts/literacy and mathematics.

The purpose of the Smarter Balanced Summative Assessments is to assess student knowledge and skills for English language arts/literacy (ELA) and mathematics, as well as how much students have improved since the previous year. These measures help identify and address gaps in knowledge or skills early so students get the support they need for success in higher grades and for college and career readiness.

All students in grades three through eight and grade eleven take the Smarter Balanced Summative Assessments unless a student's active individualized education program (IEP) designates the California Alternate Assessments.

Visit the California Department of Education's [Smarter Balanced Assessment System](#) web page for more information.

Overall Participation for All Students												
Grade Level	# of Students Enrolled			# of Students Tested			# of Students with Scores			% of Enrolled Students Tested		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
Grade 3	119	87	111	117	86	111	117	86	111	98.3	98.9	100
Grade 4	111	120	86	111	118	86	111	118	86	100.0	98.3	100
Grade 5	113	112	114	113	110	113	113	110	113	100.0	98.2	99.1
All Grades	343	319	311	341	314	310	341	314	310	99.4	98.4	99.7

* 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		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
Grade 3	2403.	2400.	2421.	11.11	4.65	12.61	32.48	34.88	33.33	23.08	26.74	24.32	33.33	33.72	29.73
Grade 4	2428.	2444.	2434.	4.50	9.32	3.49	17.12	24.58	24.42	33.33	33.05	37.21	45.05	33.05	34.88
Grade 5	2445.	2461.	2450.	7.08	10.91	9.73	7.96	13.64	11.50	28.32	24.55	27.43	56.64	50.91	51.33
Grade 11															
All Grades	N/A	N/A	N/A	7.62	8.60	9.03	19.35	23.57	22.90	28.15	28.34	29.03	44.87	39.49	39.03

Concepts & Procedures Applying mathematical concepts and procedures									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
Grade 3	16.24	11.63	23.42	51.28	53.49	48.65	32.48	34.88	27.93
Grade 4	12.61	17.80	5.81	45.05	44.92	52.33	42.34	37.29	41.86
Grade 5	8.85	10.00	7.08	38.05	42.73	45.13	53.10	47.27	47.79
Grade 11									
All Grades	12.61	13.38	12.58	44.87	46.50	48.39	42.52	40.13	39.03

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		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
Grade 3	11.97	9.30	14.41	49.57	56.98	58.56	38.46	33.72	27.03
Grade 4	7.21	13.56	4.65	43.24	49.15	54.65	49.55	37.29	40.70
Grade 5	3.54	8.18	8.85	52.21	42.73	46.90	44.25	49.09	44.25
All Grades	7.62	10.51	9.68	48.39	49.04	53.23	43.99	40.45	37.10

Communicating Reasoning Demonstrating ability to support mathematical conclusions									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
Grade 3	11.97	11.63	11.71	60.68	60.47	69.37	27.35	27.91	18.92
Grade 4	7.21	11.86	8.14	55.86	62.71	62.79	36.94	25.42	29.07
Grade 5	7.96	9.09	7.08	58.41	57.27	48.67	33.63	33.64	44.25
All Grades	9.09	10.83	9.03	58.36	60.19	60.00	32.55	28.98	30.97

Conclusions based on this data:

1. See comprehensive needs assessment.
2. See comprehensive needs assessment.
3. See comprehensive needs assessment.

School and Student Performance Data

The English Language Proficiency Assessments for California (ELPAC) system is used to determine and monitor the progress of the English language proficiency for students whose primary language is not English. The ELPAC is aligned with the 2012 California English Language Development Standards and assesses four domains: listening, speaking, reading, and writing.

Visit the California Department of Education's [English Language Proficiency Assessments for California \(ELPAC\)](https://www.cde.ca.gov/ta/tg/eng/elpac/) web page or the [ELPAC.org](https://elpac.org) website for more information about the ELPAC.

ELPAC Results

ELPAC Summative Assessment Data Number of Students and Mean Scale Scores for All Students												
Grade Level	Overall			Oral Language			Written Language			Number of Students Tested		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
K	1456.7	1429.8	1487.6	1445.1	1443.0	1488.9	1483.6	1399.3	1484.7	38	24	15
1	1473.3	1443.7	*	1483.6	1452.6	*	1462.6	1434.3	*	18	20	10
2	1496.7	1498.1	1493.5	1514.9	1506.3	1510.7	1477.9	1489.3	1475.8	15	12	19
3	*	1520.6	*	*	1543.8	*	*	1497.0	*	9	14	10
4	*	1487.2	1492.9	*	1463.0	1483.2	*	1510.6	1502.2	7	11	11
5	1522.1	*	1514.4	1504.8	*	1499.4	1538.9	*	1528.5	16	9	13
All Grades										103	90	78

Overall Language Percentage of Students at Each Performance Level for All Students															
Grade Level	Level 4			Level 3			Level 2			Level 1			Total Number of Students		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
K	34.21	25.00	66.67	26.32	25.00	20.00	34.21	37.50	6.67	5.26	12.50	6.67	38	24	15
1	16.67	5.00	*	55.56	25.00	*	16.67	55.00	*	11.11	15.00	*	18	20	*
2	13.33	8.33	26.32	60.00	66.67	36.84	20.00	25.00	36.84	6.67	0.00	0.00	15	12	19
3	*	42.86	*	*	42.86	*	*	7.14	*	*	7.14	*	*	14	*
4	*	0.00	9.09	*	81.82	63.64	*	0.00	0.00	*	18.18	27.27	*	11	11
5	6.25	*	7.69	56.25	*	53.85	31.25	*	30.77	6.25	*	7.69	16	*	13
All Grades	21.36	17.78	30.77	47.57	41.11	35.90	25.24	28.89	21.79	5.83	12.22	11.54	103	90	78

Oral Language Percentage of Students at Each Performance Level for All Students															
Grade Level	Level 4			Level 3			Level 2			Level 1			Total Number of Students		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
K	26.32	29.17	66.67	36.84	37.50	20.00	31.58	20.83	6.67	5.26	12.50	6.67	38	24	15
1	38.89	10.00	*	22.22	55.00	*	38.89	25.00	*	0.00	10.00	*	18	20	*
2	53.33	50.00	42.11	33.33	41.67	36.84	13.33	8.33	21.05	0.00	0.00	0.00	15	12	19
3	*	78.57	*	*	14.29	*	*	0.00	*	*	7.14	*	*	14	*
4	*	27.27	45.45	*	45.45	27.27	*	9.09	0.00	*	18.18	27.27	*	11	11
5	12.50	*	23.08	81.25	*	61.54	6.25	*	7.69	0.00	*	7.69	16	*	13
All Grades	36.89	36.67	46.15	38.83	36.67	30.77	22.33	15.56	11.54	1.94	11.11	11.54	103	90	78

Written Language Percentage of Students at Each Performance Level for All Students															
Grade Level	Level 4			Level 3			Level 2			Level 1			Total Number of Students		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
K		12.50	53.33		25.00	26.67		58.33	13.33		4.17	6.67		24	15
1		5.00	*		15.00	*		55.00	*		25.00	*		20	*
2		8.33	0.00		50.00	42.11		25.00	36.84		16.67	21.05		12	19
3		0.00	*		35.71	*		57.14	*		7.14	*		14	*
4		0.00	0.00		54.55	45.45		27.27	27.27		18.18	27.27		11	11
5		*	7.69		*	30.77		*	38.46		*	23.08		*	13
All Grades	16.50	5.56	12.82	26.21	32.22	39.74	48.54	47.78	28.21	8.74	14.44	19.23	103	90	78

Listening Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
K	36.84	25.00	66.67	57.89	66.67	33.33	5.26	8.33	0.00	38	24	15
1	50.00	40.00	*	50.00	50.00	*	0.00	10.00	*	18	20	*
2	40.00	16.67	36.84	53.33	83.33	63.16	6.67	0.00	0.00	15	12	19
3	*	35.71	*	*	50.00	*	*	14.29	*	*	14	*
4	*	36.36	45.45	*	45.45	27.27	*	18.18	27.27	*	11	11
5	18.75	*	7.69	75.00	*	92.31	6.25	*	0.00	16	*	13
All Grades	35.92	30.00	37.18	59.22	58.89	56.41	4.85	11.11	6.41	103	90	78

Speaking Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
K	10.53	29.17	53.33	71.05	54.17	40.00	18.42	16.67	6.67	38	24	15
1	16.67	5.00	*	72.22	80.00	*	11.11	15.00	*	18	20	*
2	80.00	75.00	57.89	20.00	25.00	42.11	0.00	0.00	0.00	15	12	19
3	*	85.71	*	*	7.14	*	*	7.14	*	*	14	*
4	*	9.09	36.36	*	63.64	36.36	*	27.27	27.27	*	11	11
5	56.25	*	53.85	43.75	*	23.08	0.00	*	23.08	16	*	13
All Grades	38.83	37.78	50.00	52.43	47.78	37.18	8.74	14.44	12.82	103	90	78

Reading Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
K	31.58	8.33	40.00	63.16	79.17	53.33	5.26	12.50	6.67	38	24	15
1	11.11	5.00	*	72.22	75.00	*	16.67	20.00	*	18	20	*
2	6.67	0.00	5.26	80.00	75.00	57.89	13.33	25.00	36.84	15	12	19
3	*	0.00	*	*	78.57	*	*	21.43	*	*	14	*
4	*	0.00	9.09	*	81.82	45.45	*	18.18	45.45	*	11	11
5	18.75	*	7.69	50.00	*	53.85	31.25	*	38.46	16	*	13
All Grades	18.45	4.44	14.10	65.05	74.44	53.85	16.50	21.11	32.05	103	90	78

Writing Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
K	52.63	20.83	80.00	28.95	70.83	13.33	18.42	8.33	6.67	38	24	15
1	11.11	5.00	*	77.78	65.00	*	11.11	30.00	*	18	20	*
2	13.33	33.33	26.32	80.00	66.67	52.63	6.67	0.00	21.05	15	12	19
3	*	7.14	*	*	85.71	*	*	7.14	*	*	14	*
4	*	54.55	0.00	*	27.27	72.73	*	18.18	27.27	*	11	11
5	37.50	*	7.69	62.50	*	84.62	0.00	*	7.69	16	*	13
All Grades	33.01	18.89	26.92	57.28	66.67	57.69	9.71	14.44	15.38	103	90	78

Conclusions based on this data:

1. See comprehensive needs assessment.
2. See comprehensive needs assessment.
3. See comprehensive needs assessment.

School and Student Performance Data

Student Population

The 2025 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 information about the school's student population.

2024-25 Student Population			
Total Enrollment	Socioeconomically Disadvantaged	English Learners	Foster Youth
707	80.5%	11.6%	1.6%
Total Number of Students enrolled in William Collier 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.

2024-25 Enrollment for All Students/Student Group		
Student Group	Total	Percentage
English Learners	82	11.6%
Foster Youth	11	1.6%
Homeless	29	4.1%
Socioeconomically Disadvantaged	569	80.5%
Students with Disabilities	115	16.3%

Enrollment by Race/Ethnicity		
Student Group	Total	Percentage
African American	44	6.2%
American Indian	0	0.0%
Asian	15	2.1%
Filipino	11	1.6%
Hispanic	471	66.6%
Two or More Races	44	6.2%
Pacific Islander	6	0.8%
White	116	16.4%

Conclusions based on this data:

1. See comprehensive needs assessment.

2. See comprehensive needs assessment.

3. See comprehensive needs assessment.

School and Student Performance Data

Overall Performance

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2025 Fall Dashboard Overall Performance for All Students

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

Conclusions based on this data:

1. See comprehensive needs assessment.
2. See comprehensive needs assessment.
3. See comprehensive needs assessment.

School and Student Performance Data

Academic Performance English Language Arts

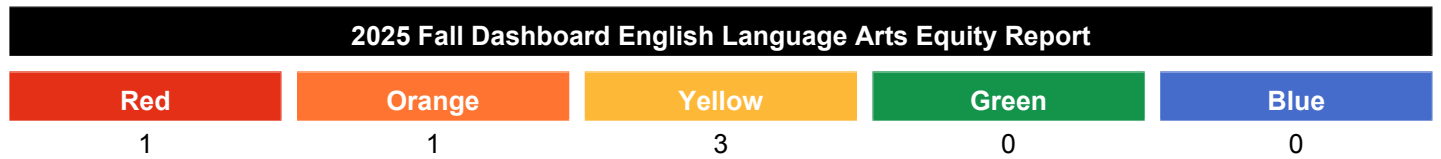
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This section provides number of student groups in each level.



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.

2025 Fall Dashboard English Language Arts Performance for All Students/Student Group		
All Students  Yellow 22.3 points below standard Increased 5.5 points 303 Students	English Learners  Yellow 27.7 points below standard Increased 15.1 points 52 Students	Long-Term English Learners
Foster Youth  No Performance Color Fewer than 11 students - No Data for Privacy 6 Students	Homeless  No Performance Color Fewer than 11 students - No Data for Privacy 8 Students	Socioeconomically Disadvantaged  Yellow 29 points below standard Increased 8.2 points 248 Students

Students with Disabilities  Red 81.4 points below standard Declined 10.2 points 62 Students	African American  No Performance Color 29.4 points below standard Increased 19.5 points 21 Students	American Indian  No Performance Color 0 Students
Asian  No Performance Color Fewer than 11 students - No Data for Privacy 7 Students	Filipino  No Performance Color Fewer than 11 students - No Data for Privacy 7 Students	Hispanic  Yellow 22.2 points below standard Increased 9.1 points 186 Students
Two or More Races  No Performance Color 4.3 points below standard Increased 20 points 22 Students	Pacific Islander  No Performance Color Fewer than 11 students - No Data for Privacy 5 Students	White  Orange 33.9 points below standard Declined 15.6 points 55 Students

Conclusions based on this data:

1. See comprehensive needs assessment.
2. See comprehensive needs assessment.
3. See comprehensive needs assessment.

School and Student Performance Data

Academic Performance Mathematics

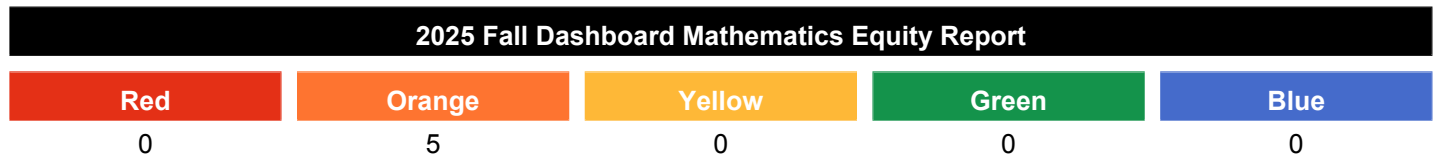
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This section provides number of student groups in each level.



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.

2025 Fall Dashboard Mathematics Performance for All Students/Student Group		
All Students  Orange 44.6 points below standard Maintained -0.1 points 306 Students	English Learners  Orange 53.7 points below standard Declined 4 points 55 Students	Long-Term English Learners
Foster Youth  No Performance Color Fewer than 11 students - No Data for Privacy 6 Students	Homeless  No Performance Color Fewer than 11 students - No Data for Privacy 8 Students	Socioeconomically Disadvantaged  Orange 50.6 points below standard Maintained 1 points 251 Students

Students with Disabilities  Orange 94.2 points below standard Declined 21.1 points 62 Students	African American  No Performance Color 44.7 points below standard Increased 44.2 points 21 Students	American Indian  No Performance Color 0 Students
Asian  No Performance Color Fewer than 11 students - No Data for Privacy 7 Students	Filipino  No Performance Color Fewer than 11 students - No Data for Privacy 8 Students	Hispanic  Orange 50.4 points below standard Declined 3.7 points 188 Students
Two or More Races  No Performance Color 26.1 points below standard Maintained -2.2 points 22 Students	Pacific Islander  No Performance Color Fewer than 11 students - No Data for Privacy 5 Students	White  Orange 43.1 points below standard Maintained -2.6 points 55 Students

Conclusions based on this data:

1. See comprehensive needs assessment.
2. See comprehensive needs assessment.
3. See comprehensive needs assessment.

School and Student Performance Data

Academic Performance Science

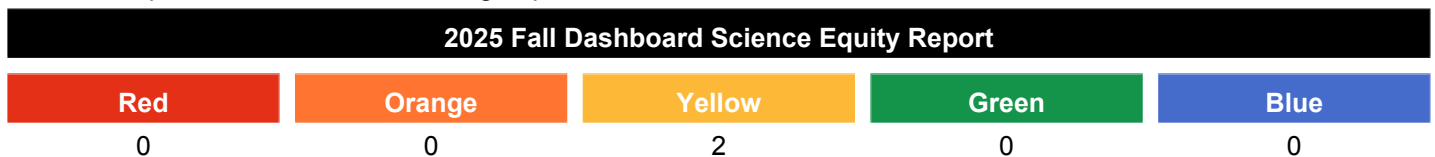
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This section provides number of student groups in each level.



This section provides a view of how well students are meeting grade-level standards on the Science 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.

2025 Fall Dashboard Science Performance for All Students/Student Group		
All Students  Yellow 48.6 science points Maintained 1.8 points 116 Students	English Learners  No Performance Color 42.3 science points 21 Students	Long-Term English Learners  No Performance Color 0 Students
Foster Youth  No Performance Color Fewer than 11 students - No Data for Privacy 2 Students	Homeless  No Performance Color Fewer than 11 students - No Data for Privacy 3 Students	Socioeconomically Disadvantaged  Yellow 46.1 science points Maintained 1.3 points 94 Students

Students with Disabilities  No Performance Color 39.8 science points Maintained -1 points 26 Students	African American  No Performance Color Fewer than 11 students - No Data for Privacy 8 Students	American Indian  No Performance Color 0 Students
Asian  No Performance Color Fewer than 11 students - No Data for Privacy 2 Students	Filipino  No Performance Color Fewer than 11 students - No Data for Privacy 3 Students	Hispanic  Yellow 48 science points Maintained 1.5 points 71 Students
Two or More Races  No Performance Color 60.5 science points 11 Students	Pacific Islander  No Performance Color Fewer than 11 students - No Data for Privacy 2 Students	White  No Performance Color 48.9 science points Maintained -1.6 points 20 Students

Conclusions based on this data:

1.

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.

2025 Fall Dashboard English Learner Progress Indicator	
English Learner Progress	Long-Term English Learner Progress
 Green	 No Performance Color
51.7 making progress.	making progress.
Number Students: 58 Students	Number Students: 0 Students

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

2025 Fall Dashboard Student English Language Acquisition Results			
Decreased One ELPI Level	Maintained ELPI Level 1, 2L, 2H, 3L, or 3H	Maintained ELPI Level 4	Progressed At Least One ELPI Level
12.3%	35.1%	0%	52.6%

Conclusions based on this data:

1. See comprehensive needs assessment.
2. See comprehensive needs assessment.
3. See comprehensive needs assessment.

School and Student Performance Data

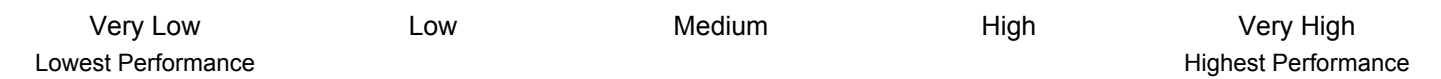
Academic Performance College/Career Report

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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 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.

2025 Fall Dashboard College/Career Performance for All Students/Student Group		
All Students	English Learners	Long-Term English Learners
Foster Youth	Homeless	Socioeconomically Disadvantaged
Students with Disabilities	African American	American Indian
Asian	Filipino	Hispanic
Two or More Races	Pacific Islander	White

Conclusions based on this data:

- This section does not apply to elementary school.

School and Student Performance Data

Academic Engagement Chronic Absenteeism

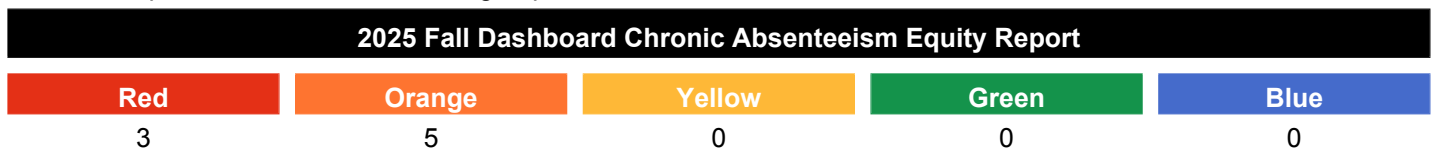
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Performance on state measures, using comparable statewide data, is represented by one of five colors. The performance level (color) is not included when there are fewer than 30 students in any year. This is represented using a greyed out color dial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



This section provides number of student groups in each level.



This section provides 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.

2025 Fall Dashboard Chronic Absenteeism Performance for All Students/Student Group		
All Students Red 23% Chronically Absent Maintained 0 735 Students	English Learners Orange 17% Chronically Absent Maintained 0 88 Students	Long-Term English Learners
Foster Youth No Performance Color 26.7% Chronically Absent Increased 14.2 15 Students	Homeless Orange 26.3% Chronically Absent Declined 10.4 38 Students	Socioeconomically Disadvantaged Orange 24% Chronically Absent Declined 2.7 595 Students

Students with Disabilities  Red 25.2% Chronically Absent Increased 3 139 Students	African American  Red 26.1% Chronically Absent Increased 2.9 46 Students	American Indian  No Performance Color 0 Students
Asian  No Performance Color 11.8% Chronically Absent Increased 4.6 17 Students	Filipino  No Performance Color 18.2% Chronically Absent Increased 10.5 11 Students	Hispanic  Red 23.4% Chronically Absent Increased 0.5 488 Students
Two or More Races  Orange 20.5% Chronically Absent Declined 5.1 44 Students	Pacific Islander  No Performance Color Fewer than 11 students - No Data for Privacy 6 Students	White  Orange 22.8% Chronically Absent Declined 0.8 123 Students

Conclusions based on this data:

1. See comprehensive needs assessment.
2. See comprehensive needs assessment.
3. See comprehensive needs assessment.

School and Student Performance Data

Academic Engagement Graduation Rate

The 2025 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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Performance on state measures, using comparable statewide data, is represented by one of five colors. The performance level (color) is not included when there are fewer than 30 students in any year. This is represented using a greyed out color dial with the words “No Performance Color.”

Red Orange Yellow Green Blue
 Lowest Performance Highest Performance

This section provides number of student groups in each level.

2025 Fall Dashboard Graduation Rate Equity Report

Red

Orange

Yellow

Green

Blue

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

2025 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. Does not apply

School and Student Performance Data

Conditions & Climate Suspension Rate

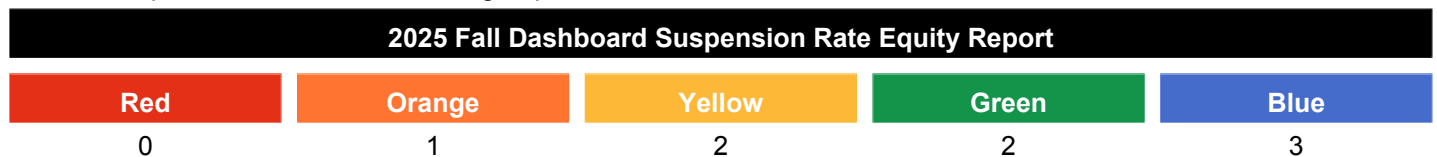
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Performance on state measures, using comparable statewide data, is represented by one of five colors. The performance level (color) is not included when there are fewer than 30 students in any year. This is represented using a greyed out color dial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



This section provides number of student groups in each level.



This section provides 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.

2025 Fall Dashboard Suspension Rate for All Students/Student Group		
All Students  Green 0.9% suspended at least one day Declined 0.6% 757 Students	English Learners  Blue 0% suspended at least one day Maintained 0% 91 Students	Long-Term English Learners
Foster Youth  No Performance Color 9.5% suspended at least one day Increased 3.6% 21 Students	Homeless  Blue 0% suspended at least one day Maintained 0% 43 Students	Socioeconomically Disadvantaged  Green 1% suspended at least one day Declined 0.7% 614 Students

Students with Disabilities  Yellow 3.5% suspended at least one day Declined 0.6% 141 Students	African American  Yellow 4.2% suspended at least one day Declined 2.9% 48 Students	American Indian  No Performance Color 0 Students
Asian  No Performance Color 0% suspended at least one day Maintained 0% 17 Students	Filipino  No Performance Color 0% suspended at least one day Maintained 0% 11 Students	Hispanic  Green 0.6% suspended at least one day Declined 0.6% 503 Students
Two or More Races  Blue 0% suspended at least one day Declined 2.3% 47 Students	Pacific Islander  No Performance Color Fewer than 11 students - No Data for Privacy 6 Students	White  Orange 1.6% suspended at least one day Increased 0.9% 125 Students

Conclusions based on this data:

1. See comprehensive needs assessment.
2. See comprehensive needs assessment.
3. See comprehensive needs assessment.

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:

Name of Members	Principal	Classroom Teacher	Other School Staff	Parent or Community Member	Secondary Students
Liana Kruse	X				
Carole Alda		X			
Dana Omer		X			
Michaela Azuela		X			
Grace Mason			X		
Jennifer Balestracci				X	
Denise Martinez				X	
David Zamudio				X	
Kendra Kimbrel				X	
Aisha Swan				X	
Numbers of members of each category:	1	3	1	5	

Goals, Strategies, & Proposed Expenditures

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

Goal 1

Title and Description of School Goal

Broad statement that describes the desired result to which all strategies/activities are directed.

Academic Excellence: ELA, Math, English Learner Progress

William Collier seeks to improve outcomes of all students in ELA, Math and ELPI.

Goal 1a: Students will decrease DFS in ELA from -22.3 to -15.2 DFS (2026) as measured by CAASPP and SWD will decrease DFS in ELA from -81.4 to -66.2 as measured by 2026 CAASPP.

Goal 1b: Students will decrease DFS in Math from -44.6 to 29.5 DFS as measured by 2026 CAASPP and SWD will decrease DFS in Math from -94.2 to -82.8 DFS (2025) as measured by 2026 CAASPP

Goal 1c: Due to accelerated growth in this area the goal will be adjusted from Current EL's will decrease DFS in ELA from -102.1 to -92.1 as measured by 2025 CAASPP ELA to current EL's will decrease DFS in ELA from -75.1 to -65.1

LCAP Goal to which this School Goal is Aligned

LCAP goal to which this school goal is aligned.

ACADEMIC EXCELLENCE

LEUSD will create opportunities for post-secondary success by promoting academic excellence for all students.

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.

Goal 1a: SWD and Current EL's are -81.4 to -75.1 dfs in ELA. Students lack access to consistent use of a viable curriculum from class to class. Students lack access to a systematic school-wide system for intervention Teachers need training and support in the determination of essential standards, the development of common assessments, the use of quality questioning and structures to increase academic talk in the classrooms.

Goal 1b:SWD and Current EL's are -94.2 to -112.8 dfs in Mathematics. Students lack access to consistent use of a viable curriculum from class to class. Students lack access to a systematic school-wide system for intervention Teachers need training and support in the determination of essential standards, the development of common assessments, the use of quality questioning and structures to increase academic talk in the classrooms.

Goal 1c:SWD and Current EL's are -81.4 to -75.1 dfs in ELA. Students lack access to consistent use of a viable curriculum from class to class. Students lack access to a systematic school-wide system for intervention Teachers need training and support in the determination of essential standards, the development of common assessments, the use of quality questioning and structures to increase academic talk in the classrooms.

Annual Measurable Outcomes

Identify the metric(s) and/or state indicator(s) that your school will use as a means of evaluating progress toward accomplishing the goal.

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
DFS/ELA-CAASPP	-22.3 DFS CAASPP 2025	-15.2 DFS CAASPP 2026
DFS/ELA, SWD CAASPP	-81.4 DFS CAASPP 2025	-71.4 DFS CAASPP 2026
DFS/ELA, EL's CAASPP (current EL's)	-75.1 DFS CAASPP 2025 (current EL's)	-65.1 DFS CAASPP 2026 (current EL's)
DFS/Math - CASPP	-44.6 CAASPP 2025	-29.5 DFS CAASPP 2026
DFS's/Math, SWD CAASPP	-94.2 CAASPP 2025	-82.8 DFS CAASPP 2026
DFS's/ Math, EL's CAASPP (current EL's)	-112.8 CAASPP 2025 (current EL's)	-97.8 DFS CAASPP 20256 (current EL's)

Strategies/Activities

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

Strategy/ Activity #	Description	Students to be Served	Proposed Expenditures
1.1	Guided Release Days- to target define Essential Standards, develop and analyze Common Formative Assessments and develop quality lessons designed meet the best first instructional needs of students based on the analyzed data . 38 teachers will meet 3x per year (approximately October, February, and May) at a sub cost of approximately \$220 per sub.	Schoolwide	25,300.00 Title I 1130: Certificated Sub
1.2	Math "Bursts" Professional Development- provide release time focused on the implementation of 2 of the 8 Math Language Routines (MLRs). For each day District Math Team will train teachers in one specific routine and then model in the classrooms of the released teachers. 2 release days of 7 roving subs per day x \$220 per day.	Schoolwide	3,080 Title I 1130: Certificated Sub

Annual Review

SPSA Year Reviewed: 2025-26

Respond to the following prompts relative to this goal. If the school is in the first year of implementing the goal, an analysis is not required, and this section may be left blank and completed at the end of the year after the plan has been executed.

Analysis

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

Action # 1 - Train teachers in Day three of Kagan Structures-30 teachers x 6 hours extra duty \$12,332 and \$11,380 consultant cost. 12 teachers x 200 sub cost = 2,400 and \$5,000 consultant cost.

Implementation: 8/30 teachers participated in Day 3 training.

Effectiveness: 20/30 classrooms are increasing the quantity of student to student conversation as evidenced by observations and self-reporting

Evaluation: Classroom walks showed that 20/30 are using Kagan structures regularly.

Action # 2 - Student Math Festival - Focus on Increasing student academic language in the classroom focused on Geometry. \$2,500 consultant cost. 40 hours of classified extra duty x \$25 per hour - to support academic talk amongst students during festival. Classified aides supporting students during the festival will increase student involvement and increased the staff members' understanding of the academic language required for mathematics.

Implementation: All classes participated in the school day math festival

Effectiveness:

Evaluation:

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

Action # 1 - The limited number of teachers participating resulted in 9,821.78 left in this action.

Action # 2 - \$3,100 budgeted and 2,500 was spent. No classified extra duty was utilized. Staff was not available for this.

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.

Action # 1 - This action will be adjusted to incorporate the use of Math Language Routines. A focus will be on calibrating use of structures within math and across curricular areas.

Action # 2 - This action will be discontinued. With new math curriculum the focus will be on full implementation. Guided Release Days will focus on quality Tier 1 instruction.

Goals, Strategies, & Proposed Expenditures

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

Goal 2

Title and Description of School Goal

Broad statement that describes the desired result to which all strategies/activities are directed.

Student, Family and Community Engagement

William Collier Elementary school will increase student/family engagement, reduce chronic absenteeism and reduce suspensions

LCAP Goal to which this School Goal is Aligned

LCAP goal to which this school goal is aligned.

STUDENT, FAMILY & COMMUNITY ENGAGEMENT

LEUSD will enhance student well-being by improving student, family, and community engagement.

Identified Need

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

Goal 2a: Homeless Increased Chronic Absenteeism by 11.8% to 36.8 of students being designated as chronically absent. All other subgroups decreased in chronic absenteeism. African Americans, English Learners, Homeless, Students with disabilities and White students are all in orange on the California Dashboard. Students do not feel connected to school or feel that they are treated fairly when they break the rules, according to CHKS. Students do not feel that they have a choice about what they will learn. Students, particularly chronically absent students need to feel like there are adults on campus that care about them. Students need to feel that adults care about them.

Goal 2b: Suspension rates increased by 1% to 1.5% on the California Dashboard. African American increased 7 % and are designated as red on the California Dashboard. 53% Students do not feel connected to school or that they are treated fairly when they break the rules, according to CHKS. School Culture Committee needs to work with students to address how students feel about school and to increase student connection

Goal 2c: 44% of parents report that they do not, or only sometimes, check homework. Parents report discomfort/insecurity around supporting students in math. They shared that they frequently do not understand the math or know how to help their children increase in math proficiency, especially with algebraic expressions. Parents need support in knowing how to help with homework and to deepen understanding of ways to grow student understanding of algebraic expressions.

Annual Measurable Outcomes

Identify the metric(s) and/or state indicator(s) that your school will use as a means of evaluating progress toward accomplishing the goal.

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
California Dashboard - Chronic Absenteeism	Homeless - 26.3% Chronically Absent	Homeless - reduced to 20% Chronically Absent
California Dashboard - Chronic Absenteeism	Two or more Races - 20.5% Chronically absent	Two or More Races reduced to 15% chronically absent
California Dashboard - Chronic Absenteeism	All Students - 23% Chronically Absent	All Students reduced to 18 % chronically absent
California Dashboard - Suspension	African American - 4.2 % suspended	African American reduced to 3% suspended
California Dashboard - Suspension	Two or More Races - 2.3% Suspended	Two or More Races reduced to 1% suspended

CHKS	44% Parents do not or only sometimes check homework	Reduction to only 25% of parents not checking, or only sometimes checking homework
Title I Survey	35% Parents report they would like the school to provide more opportunities to be involved in school.	Reduction to 25% of families feeling the need for school to provide more opportunities to be involved in school.

Strategies/Activities

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

Strategy/ Activity #	Description	Students to be Served	Proposed Expenditures
2.1	Parent-Teacher Conferences - Provide 2 days of substitutes x 31 teachers to provide parent teacher conferences for all students = \$13,200.00	Schoolwide	13,200.00 Title I Part A: Parent Involvement 1130: Certificated Sub
2.2	Mentor Chronically Absent Students with Goal Setting included. 80 hours of classified extra duty will be utilized to connect with specific students. They will set goals and monitor goals with students. They will monitor student needs through the conversations. Classified staff would include Paraprofessional 1s (both classroom and playground to support expanding the staff members to whom students feel connected.	Homeless students, African American, 2 or More Races, SWD, and White	2000.00 Title I 2X40: Classified Extra Duty
2.3	Three PBIS days focused on students with repeat behavioral referrals. Students will be trained in restorative practices and alternate responses to social situations. 3 days of subs for three teachers: \$1980.00	African American, Hispanic, 2 or More Races, SED, SWD	1980.00 Title I 1130: Certificated Sub
2.4	Language Support in front office to support Spanish Speaking families and increase parent involvement. 193 hours classified extra duty.	Schoolwide	5,336.70 Title I Part A: Parent Involvement 2X40: Classified Extra Duty

Annual Review

SPSA Year Reviewed: 2025-26

Respond to the following prompts relative to this goal. If the school is in the first year of implementing the goal, an analysis is not required, and this section may be left blank and completed at the end of the year after the plan has been executed.

Analysis

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

Action # 1 - Family Math Night- Focus on Geometry- Support parent confidence in working with their students in math. \$1,400 consultant fee. Extra Duty for 10 Teachers to support Family Night x 1.5 hours 1,500.

Implementation: Family Math Night held February 19, 2026

Effectiveness: Students reported being surprised that math could be fun.

Evaluation: 75 families participated in Family Math Night.

Action # 2 Mentor Chronically Absent Students with Goal Setting included. 40 hours of classified extra duty will be utilized to connect with specific students. They will set goals and monitor goals with students. They will monitor student needs through the conversations. Classified staff would include Paraprofessional 1s (both classroom and playground to support expanding the staff members to whom students feel connected.

Implementation: Still implementing
Effectiveness: TBD
Evaluation: Review absenteeism data for mentored students.

Action #3 Parent-Teacher Conferences - Provide 2 days of substitutes x 30 teachers to provide parent teacher conferences for all students = \$12,822.60

Implementation - Implemented across October and November

Effectiveness: 90% of families participated in conferences

Evaluation: Parents reported deeper understanding of student progress and needs. Teachers reported increased communication with families throughout the year due to in person parent-teacher conferences.

Action #4 Three PBI days focused on students with repeat behavioral referrals. Students will be trained in restorative practices and alternate responses to social situations. 3 days of subs for three teachers: \$1923.39

Implementation - To date two of the three dates have occurred

Effectiveness: TBD

Evaluation: TBD

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

Action # 1 - Consultant Fee was paid. Only 5 hours were utilized for teacher extra duty. Spent \$469 of \$1,500.

Action # 2 - Still implementing. Actual expenditure versus budgeted amount is not yet known.

Action # 3 - Budgeted 12,822.60. Spent 10, 897.68. Difference was due to challenges with securing substitutes.

Action #4 - Still implementing. Actual expenditure versus budgeted amount is not yet known.

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.

Action #1 will be discontinued to focus on Goal 1 Action 1 Math Language Routines.

Action #2 will be continued with an increase of hours in order to meet with more students.

Action #3 will be continued in the 26-27 school year

Action #4 will be continued in the 26-27 school year

Goals, Strategies, & Proposed Expenditures

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

Goal 3

Title and Description of School Goal

Broad statement that describes the desired result to which all strategies/activities are directed.

Building Staff Capacity

All teachers will be prepared and equipped to provide high quality first best instruction, intervention, and enrichments to meet all students academic and social emotional needs.

LCAP Goal to which this School Goal is Aligned

LCAP goal to which this school goal is aligned.

EDUCATIONAL ENVIRONMENT

LEUSD will ensure that all staff shall be equipped to provide an effective educational environment.

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.

PLC Collaborative Team Rubric identified: Teams needs to grow in the timely use of data, developing common assessments and writing SMART goals.

Additionally, LETRS Leadership Rubric showed areas of need to match and need to include progress monitoring as we work on common goals around literacy. The team discussed this including math, as well.

Student suspensions increased to 12 suspensions. Teacher forum revealed that teachers need support in working with students who have experienced trauma. They need training in de-escalation strategies and responding to students who are significantly disrupting the learning of themselves and others.

Teams will receive coaching in high quality PLC practices, guided collaboration to ensure rigorous content and teacher efficacy with regard to essential standards, common assessments, and increasing quality academic talk in the classroom. Teachers will receive training in using academic talk within math instruction. Teachers will receive training in working with students who have experienced trauma.

Annual Measurable Outcomes

Identify the metric(s) and/or state indicator(s) that your school will use as a means of evaluating progress toward accomplishing the goal.

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
PLC Rubrics	5 of 7 grade levels scored themselves at the initiating stage of PLC use. 2 teams scored themselves at the implementing stage	All teams will move up one level on the rubric, from initiating to implementing or from implementing to developing. Rubrics will be completed 3 times per year to see how we are doing in moving toward full implementation in all areas of the Collaboration Rubric.
Guided Collaboration Minutes	Minutes reflect scope and sequence planning	Minutes will reflect work around essential standards, CFA's, and quality lesson design
Teacher Post Training Surveys	Post Training Surveys have not been used regularly	Post training surveys around math routines (related to understanding and implementation) will be utilized to measure effectiveness and guide future needs. Pre and post surveys related to

		teacher needs with working with students who have experienced trauma will be used to guide the trainings and supports needed.
Classroom Walks	Current classroom walks show that teachers are utilizing Kagan structures at least one time per day.	Teachers will increase the frequency and intentionality of including Kagan structures within their teaching.

Strategies/Activities

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

Strategy/ Activity #	Description	Students to be Served	Proposed Expenditures
3.1	Coaching Cycles w/ Solution Tree related to PLC processes \$40,000 consultant fees for 3 cycles of training for leadership, 2 cycles for teams within PLC times, and 1 cycle with administration and coaches to set focus. Substitute costs: 7 subs for each leadership cycle for a total of 21 subs x \$220 per day	Schoolwide	42,600.00 Title I 5000-5999: Services And Other Operating Expenditures 4,620.00 Title I 1130: Certificated Sub
3.2	Solution Tree Workshop - School Improvement For All. 11 school improvement team members to attend workshop related to further developing PLC processes. Conference costs: \$769 x 11 = 8,459.00 Mileage: 108 x 11 = 1,188.00 Food: 100 x 11 = 1,100.00 Parking: 75 x 11 = 825.00 Hotel: \$350.00 per day x 2 nights x 11 = 7,700.00 Sub Costs 7 subs for 2 days of conference x 220	Schoolwide	18,084.00 Title I 5200: Conferences 3,080.00 Title I 1130: Certificated Sub
3.3	Release Time to work with Coaches to support work on Impact Cycles - 12 days of 1 roving subs per day x \$220 per day	Schoolwide	2,637.00 Title I 1130: Certificated Sub
3.4	Leadership Team/Guiding Coalition to analyze data, conduct needs assessments, empathy interviews, and analyze action effectiveness. 7 hours x 10 members	Schoolwide	7,000.00 Title I 1140: Certificated Extra Duty
3.5		Schoolwide	

Annual Review

SPSA Year Reviewed: 2025-26

Respond to the following prompts relative to this goal. If the school is in the first year of implementing the goal, an analysis is not required, and this section may be left blank and completed at the end of the year after the plan has been executed.

Analysis

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

Action # 1 - Guided Release Days- to target define Essential Standards, develop and analyze Common Formative Assessments and develop quality lessons designed meet the best first instructional needs of students based on the

analyzed data . 35 teachers will meet 3x per year (approximately October, February, and May) at a sub cost of approximately \$220 per sub.

Implementation: All teams will meet 3 times during the year

Effectiveness: Cognitive planning is evident. Teams have developed rubrics for writing, common assessments, written 15 day plans, determined ELA essential standards

Evaluation: Agendas and minutes reflect a focus on essential standards and calibrating instruction, working towards a guaranteed curriculum

Action # 2- Coaching Cycles w/ Solution Tree related to PLC processes \$42,600 consultant fees for 3 cycles of training for leadership, 2 cycles for teams within PLC times, and 1 cycle with administration and coaches to set focus. Substitute costs: 7 subs for each leadership cycle for a total of 21 subs x \$220 per day

Implementation: All teams participated in the coaching cycles with Solution Tree

Effectiveness: PLC Rubric reflected an overall hold within the PLC teams at Implementing

Evaluation: Teams self reflect with PLC Collaboration Rubric and found improvement but a continued need to focus and use of data and developing SMART goals and common assessments.

Action #3 - Release Time to work with Coaches to support work on Impact Cycles - 16 days of 1 roving subs per day x \$220 per day

Implementation: Not implemented due to the number of district level trainings taking teachers out of classrooms and challenges with substitute coverage.

Effectiveness: Not implemented due to the number of district level trainings taking teachers out of classrooms and challenges with substitute coverage.

Evaluation: Not implemented due to the number of district level trainings taking teachers out of classrooms and challenges with substitute coverage.

Action #4 - Trauma Informed Practices Training. 30 teachers x 2 hours of training.

Implementation: We have struggled to get this calendarized. We are still planning to calendar for May

Effectiveness: Not yet implemented

Evaluation: Not yet implemented

Action #5 - Math "Bursts" Professional Development- provide release time focused on the implementation of 3 of the 8 Math Language Routines (MLRs). For each day District Math Team will train teachers in one specific routine and then model in the classrooms of the released teachers. 3 release days of 7 roving subs per day x \$220 per day.

Implementation: Implemented two of the three burst trainings.

Effectiveness: 28/30 Teachers reported an increase in understanding around Math Language Routines taught.

Evaluation: Lessons indicate 10/30 teachers initiating attempts with the MLR's shown.

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

Action #1 - Difference unknown. Release Days will continue into May..

Action #2 - No major differences. Budgeted \$47, 220 and spent 46,660. The \$560 difference was related to a lack of subs.

Action #3 - Not spent. \$3,520 left unspent

Action #4 - Not yet spent. \$5222.38 budgeted.

Action #5 - \$4,620 budgeted. \$1,282.08 spent.

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.

Action #1 - No anticipated changes. Will be moved to Goal 1 - Action 1.

Action #2 - Will be continued next year.

Action #3 - Action will be adjusted to reflect teacher feedback to reduce time out of the classroom.

Action #4 - Remove for next year.

Action #5 - Reduce to 2 days and move to Goal 1- Action 2

Budget Summary

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

Budget Summary

DESCRIPTION	AMOUNT
Total Funds Provided to the School Through the Consolidated Application	\$128,917.70
Total Funds Budgeted for Strategies to Meet the Goals in the SPSA	\$128,917.70
Total Federal Funds Provided to the School from the LEA for CSI	\$

Other Federal, State, and Local Funds

List the additional Federal programs that the school includes in the schoolwide program. Adjust the table as needed.

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

Federal Programs	Allocation (\$)
Title I	\$110,381.00
Title I Part A: Parent Involvement	\$18,536.70
rCalc_TotbyFSGrpFederal_50_FundSrc}	\$

Subtotal of additional federal funds included for this school: \$128,917.70

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 (\$)
rCalc_TotbyFSGrpStateLocal_50_FundSrc}	\$

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

Total of federal, state, and/or local funds for this school: \$128,917.70

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
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Expenditures by Funding Source

Funding Source	Amount
Title I	110,381.00
Title I Part A: Parent Involvement	18,536.70

Expenditures by Budget Reference

Budget Reference	Amount
1130: Certificated Sub	53,897.00
1140: Certificated Extra Duty	7,000.00
2X40: Classified Extra Duty	7,336.70
5000-5999: Services And Other Operating Expenditures	42,600.00
5200: Conferences	18,084.00

Expenditures by Budget Reference and Funding Source

Budget Reference	Funding Source	Amount
1130: Certificated Sub	Title I	40,697.00
1140: Certificated Extra Duty	Title I	7,000.00
2X40: Classified Extra Duty	Title I	2,000.00
5000-5999: Services And Other Operating Expenditures	Title I	42,600.00
5200: Conferences	Title I	18,084.00
1130: Certificated Sub	Title I Part A: Parent Involvement	13,200.00
2X40: Classified Extra Duty	Title I Part A: Parent Involvement	5,336.70

Expenditures by Goal

Goal Number
Goal 1
Goal 2
Goal 3

Total Expenditures
28,380.00
22,516.70
78,021.00

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:

1. The SSC was correctly constituted and was formed in accordance with district governing board policy and state law.
2. 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.
3. The SSC sought and considered all recommendations from the following groups or committees before adopting this plan:

Select from:		
State Compensatory Education Advisory Committee		
English Learner Advisory Committee		
Departmental Advisory Committee		
Other: PTA, Community Members		
[Enter name of consulted group or committee]	[Signature of authorized person]	
Site Council - Signed by Jennifer Balestracci - SSC Chairperson		
PTA - signed by Jennifer Balestracci PTA President		
ELAC - signed by Gladys Solis ELAC chairperson		
School Leadership Team - Signed by Dana Omer		
Principal's Signature - Liana Kruse		

1. 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.
2. 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.
3. This SPSA was adopted by the SSC at a public meeting on:5-14-26.

Attested:

Liana Kruse

Typed name of school principal

Signature of school principal

Date

Jennifer Balestracci

Typed name of SSC chairperson

Signature of SSC chairperson

Date

Instructions

The School Plan for Student Achievement (SPSA) is a strategic plan that maximizes the resources available to the school while minimizing duplication of effort with the ultimate goal of increasing student achievement. SPSA development should be aligned with and inform the Local Control and Accountability Plan (LCAP) process.

This SPSA template consolidates all school-level planning efforts into one plan for programs funded through the Consolidated Application (ConApp) pursuant to California *Education Code (EC)* Section 64001 and the Elementary and Secondary Education Act (ESEA) as amended by the Every Student Succeeds Act (ESSA). This template is designed to meet schoolwide program planning requirements.

California's ESSA State Plan supports the state's approach to improving student group performance through the utilization of federal resources. Schools use the SPSA to document their approach to maximizing the impact of federal investments in support of underserved students. The implementation of ESSA in California presents an opportunity for schools to innovate with their federally-funded programs and align them with the priority goals of the school and the local educational agency (LEA) that are being realized under the state's Local Control Funding Formula (LCFF).

The LCFF provides schools and LEAs flexibility to design programs and provide services that meet the needs of students in order to achieve readiness for college, career, and lifelong learning. The SPSA planning process supports continuous cycles of action, reflection, and improvement. Consistent with *EC* 64001(g)(1), the Schoolsite Council (SSC) is required to develop and annually review the SPSA, establish an annual budget, and make modifications to the plan that reflect changing needs and priorities, as applicable.

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

Instructions: Table of Contents

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

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

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

Plan Description

Briefly describe the school's plan to effectively meet the ESSA requirements in alignment with the LCAP and other federal, state, and local programs.

Additional CSI Planning Requirements:

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

Additional ATSI Planning Requirements:

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

Educational Partner Involvement

Meaningful involvement of parents, students, and other stakeholders is critical to the development of the SPSA and the budget process. Within California, these stakeholders are referred to as educational partners. Schools must share the SPSA with school site-level advisory groups, as applicable (e.g., English Learner Advisory committee, student advisory groups, tribes and tribal organizations present in the community, as appropriate, etc.) and seek input from these advisory groups in the development of the SPSA.

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

Additional CSI Planning Requirements:

When completing this section for CSI, the LEA must partner with the school and its educational partners in the development and implementation of this plan.

Additional ATSI Planning Requirements:

This section meets the requirements for ATSI.

Resource Inequities

This section is required for all schools eligible for ATSI and CSI.

Additional CSI Planning Requirements:

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

Additional ATSI Planning Requirements:

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

Comprehensive Needs Assessment

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

SWP Planning Requirements:

When completing this section for SWP, the school shall describe the steps it is planning to take to address these areas of low performance and performance gaps to improve student outcomes.

Completing this section fully addresses all SWP relevant federal planning requirements.

CSI Planning Requirements:

When completing this section for CSI, the LEA shall describe the steps the LEA will take to address the areas of low performance, low graduation rate, and/or performance gaps for the school to improve student outcomes.

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

ATSI Planning Requirements:

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

Goals, Strategies/Activities, and Expenditures

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

Additional CSI Planning Requirements:

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

Additional ATSI Planning Requirements:

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

Goal

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

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

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

A S.M.A.R.T. goal is:

- **Specific,**
- **Measurable,**
- **Achievable,**
- **Realistic, and**
- **Time-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.

Additional CSI Planning Requirements:

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

Additional ATSI Planning Requirements:

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

Identified Need

Describe the basis for establishing the goal. The goal should be based upon an analysis of verifiable state data, including local and state indicator data from the Dashboard and data from the School Accountability Report Card, including local data voluntarily collected by districts to measure pupil achievement.

Additional CSI Planning Requirements:

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

Additional ATSI Planning Requirements:

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

Annual Measurable Outcomes

Identify the metric(s) and/or state indicator(s) that the school will use as a means of evaluating progress toward accomplishing the goal. A school may identify metrics for specific student groups. Include in the

baseline column the most recent data associated with the metric or indicator available at the time of adoption of the SPSA. The most recent data associated with a metric or indicator includes data reported in the annual update of the SPSA. In the subsequent Expected Outcome column, identify the progress the school intends to make in the coming year.

Additional CSI Planning Requirements:

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

Additional ATSI Planning Requirements:

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

Strategies/Activities Table

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

Complete the table as follows:

- **Strategy/Activity #:** Number the strategy/activity using the "Strategy/Activity #" for ease of reference.
- **Description:** Describe the strategy/activity.
- **Students to be Served:** Identify in the Strategy/Activity Table either All Students or one or more specific student groups that will benefit from the strategies and activities. ESSA Section 1111(c)(2) requires the schoolwide plan to identify either "All Students" or one or more specific student groups, including socioeconomically disadvantaged students, students from major racial and ethnic groups, students with disabilities, and English learners.
- **Proposed Expenditures:** List the amount(s) for the proposed expenditures. Proposed expenditures that are included more than once in a SPSA should be indicated as a duplicated expenditure and include a reference to the goal and strategy/activity where the expenditure first appears in the SPSA. Pursuant to *EC* Section 64001(g)(3)(C), proposed expenditures, based on the projected resource allocation from the governing board or governing body of the LEA, to address the findings of the needs assessment consistent with the state priorities including identifying resource inequities which may include a review of the LEA's budgeting, its LCAP, and school-level budgeting, if applicable.
- **Funding Sources:** List the funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal, identify the Title and Part, as applicable), Other State, and/or Local.

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

Additional CSI Planning Requirements:

- When completing this section for CSI, this plan must include evidence-based interventions and align to the goals, actions, and services in the LEA's LCAP.
- When completing this section for CSI, this plan must address through implementation, identified resource inequities, which may have been identified through a review of LEA- and school-level budgeting.

Note: Federal school improvement 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.

Additional ATSI Planning Requirements:

- When completing this section for ATSI, this plan must include evidence-based interventions and align with the goals, actions, and services in the LEA's LCAP.

- When completing this section for ATSI, this plan must address through implementation, identified resource inequities, which may have been identified through a review of LEA- and school-level budgeting.
- When completing this section for ATSI, at a minimum, the student groups to be served shall include the student groups that are consistently underperforming, for which the school received the ATSI designation.

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

Annual Review

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

Goal Analysis

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

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

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

Additional CSI Planning Requirements:

- When completing this section for CSI, any changes made to the goals, annual measurable outcomes, metrics/indicators, or strategies/activities, shall meet the federal CSI planning requirements.
- CSI 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 planning requirements.

Additional ATSI Planning Requirements:

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

Budget Summary

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

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

Additional CSI Planning Requirements:

- From its total allocation for CSI, the LEA may distribute funds across its schools that are eligible 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.

Note: *CSI funds may not be expended at or on behalf of schools not eligible for CSI.*

Additional ATSI Planning Requirements:

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

Budget Summary Table

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

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

A school receiving funds from its LEA for CSI should complete the Budget Summary Table 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 for the purpose of developing and implementing the CSI plan for the school year set forth in the CSI LEA Application for which funds were received.

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 Schoolsite Council (SSC). The content of a SPSA must be aligned with school goals for improving student achievement.

Requirements for Development of the Plan

- I. The development of the SPSA shall include both of the following actions:
 - A. Administration of a comprehensive needs assessment that forms the basis of the school's goals contained in the SPSA.
 1. The comprehensive needs assessment of the entire school shall:
 - a. Include an analysis of verifiable state data, consistent with all state priorities as noted in Sections 52060 and 52066, and informed by all indicators described in Section 1111(c)(4)(B) of the federal Every Student Succeeds Act, including pupil performance against state-determined long-term goals. The school may include data voluntarily developed by districts to measure pupil outcomes (described in the Identified Need).
 - b. Be based on academic achievement information about all students in the school, including all groups under §200.13(b)(7) and migratory children as defined in section 1309(2) of the ESEA, relative to the State's academic standards under §200.1 to:
 - i. Help the school understand the subjects and skills for which teaching and learning need to be improved.
 - ii. Identify the specific academic needs of students and groups of students who are not yet achieving the State's academic standards.
 - iii. Assess the needs of the school relative to each of the components of the schoolwide program under §200.28.
 - iv. Develop the comprehensive needs assessment with the participation of individuals who will carry out the schoolwide program plan.
 - v. Document how it conducted the needs assessment, the results it obtained, and the conclusions it drew from those results.
 - B. Identification of the process for evaluating and monitoring the implementation of the SPSA and progress towards accomplishing the goals set forth in the SPSA (described in the Expected Annual Measurable Outcomes and Annual Review and Update).

Requirements for the Plan

- II. The SPSA shall include the following:
 - A. Goals set to improve pupil outcomes, including addressing the needs of student groups as identified through the needs assessment.
 - B. Evidence-based strategies, actions, or services (described in Strategies and Activities)

1. A description of the strategies that the school will be implementing to address school needs, including a description of how such strategies will:
 - a. Provide opportunities for all children including each of the subgroups of students to meet the challenging state academic standards
 - b. Use methods and instructional strategies that:
 - i. Strengthen the academic program in the school,
 - ii. Increase the amount and quality of learning time, and
 - iii. Provide an enriched and accelerated curriculum, which may include programs, activities, and courses necessary to provide a well-rounded education.
 - c. Address the needs of all children in the school, but particularly the needs of those at risk of not meeting the challenging State academic standards, so that all students demonstrate at least proficiency on the State's academic standards through activities which may include:
 - i. Strategies to improve students' skills outside the academic subject areas;
 - ii. Preparation for and awareness of opportunities for postsecondary education and the workforce;
 - iii. Implementation of a schoolwide tiered model to prevent and address problem behavior;
 - iv. Professional development and other activities for teachers, paraprofessionals, and other school personnel to improve instruction and use of data; and
 - v. Strategies for assisting preschool children in the transition from early childhood education programs to local elementary school programs.
- C. Proposed expenditures, based on the projected resource allocation from the governing board or body of the LEA (may include funds allocated via the ConApp, federal funds, and any other state or local funds allocated to the school), to address the findings of the needs assessment consistent with the state priorities, including identifying resource inequities, which may include a review of the LEAs budgeting, it's LCAP, and school-level budgeting, if applicable (described in Proposed Expenditures and Budget Summary). Employees of the schoolwide program may be deemed funded by a single cost objective.
- D. A description of how the school will determine if school needs have been met (described in the Expected Annual Measurable Outcomes and the Annual Review and Update).
 1. Annually evaluate the implementation of, and results achieved by, the schoolwide program, using data from the State's annual assessments and other indicators of academic achievement;
 2. Determine whether the schoolwide program has been effective in increasing the achievement of students in meeting the State's academic standards, particularly for those students who had been furthest from achieving the standards; and
 3. Revise the plan, as necessary, based on the results of the evaluation, to ensure continuous improvement of students in the schoolwide program.

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

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

Appendix B: Plan Requirements for School to CSI/ATSI 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 educational partners (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 (*Sections: Goal, Identified Need, Expected Annual Measurable Outcomes, Annual Review and Update, as applicable*);
2. Include evidence-based interventions (*Sections: 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/fund/grant/about/discretionary/2023-non-regulatory-guidance-evidence.pdf>);

Non-Regulatory Guidance: Using Evidence to Strengthen Education Investments

3. Be based on a school-level needs assessment (*Sections: 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 (*Sections: 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.

Single School Districts and Charter Schools Eligible for ESSA School Improvement

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

CSI Resources

For additional CSI resources, please see the following links:

- **CSI Planning Requirements** (see Planning Requirements tab):
<https://www.cde.ca.gov/sp/sw/t1/csi.asp>
- **CSI Webinars:** <https://www.cde.ca.gov/sp/sw/t1/csiwebinars.asp>
- **CSI Planning Summary for Charters and Single-school Districts:**
<https://www.cde.ca.gov/sp/sw/t1/csiplansummary.asp>

Additional Targeted Support and Improvement

A school eligible for ATSI shall:

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

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

Single School Districts and Charter Schools Eligible for ESSA School Improvement

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

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

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

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

ATSI Resources:

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

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

Appendix C: Select State and Federal Programs

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

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

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