

Additional Targeted Support and Improvement (ATSI) School Plan for Student Achievement (SPSA)

School Name	County-District-School (CDS) Code	Schoolsite Council (SSC) Approval Date	Local Board Approval Date
Podesta Ranch Elementary School	39685850116608	N/A	6/16/2026

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 Podesta Ranch Elementary School for meeting ESSA's planning requirements for Additional Targeted Support and Improvement (ATSI) 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 Additional Targeted Support and Improvement (ATSI) in alignment with the Local Control and Accountability Plan (LCAP) and other federal, state, and local programs.

To effectively meet the requirements of the Every Student Succeeds Act (ESSA), in alignment with our Local Control and Accountability Plan (LCAP) and other federal, state, and local programs, our school has developed a comprehensive strategy centered around the goals outlined in our LCAP, particularly focusing on LUSD LCAP Goals #1, #2, and #3:

Goal #1: Access to Standards-Based Curriculum, Well-Trained Teachers, and Well-Maintained Facilities

To achieve this goal, our school ensures that all students will have access to a standards-based curriculum aligned with state standards. Teachers receive ongoing professional development to stay highly qualified in their subject areas.

Strategies to Address Goal #1 for ESSA Compliance:

Regularly review and align curriculum with state standards.

Provide targeted professional development opportunities for teachers to enhance their instructional practices.

Goal #2: Student Growth in English Language Arts (ELA) and Math; Progress for English Learners (ELs) in English Proficiency Our school focuses on supporting all students, including English learners, to demonstrate growth in core subjects such

as ELA and Math. We specifically address the needs of English learners to ensure progress in English language proficiency alongside academic achievement.

Strategies to Address Goal #2 for ESSA Compliance:

Implement data-driven instructional practices to monitor student progress in ELA and Math.

Provide targeted interventions and support for English learners to develop English language skills alongside academic content mastery.

Goal #3: Safe and Connected School Environment

We prioritize creating a safe and welcoming school environment where students and families feel connected and supported. This goal is assessed through climate surveys, attendance records, and behavioral data.

Strategies to Address Goal #3 for ESSA Compliance:

Conduct regular climate surveys to gather feedback from students, families, and staff.

Analyze attendance and behavioral data to identify trends and implement interventions as needed.

Offer family engagement activities and resources to foster stronger connections between school and home.

By aligning our efforts with these LCAP goals, our school's plan effectively integrates ESSA requirements with a focus on academic achievement, equitable access, and a positive school climate. This comprehensive approach ensures that all students receive a high-quality education and support to thrive academically and socially.

Educational Partner Involvement

How, when, and with whom did your Podesta Ranch 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

Identification of Stakeholders: The key stakeholders who are involved in the development and review of the School Plan for Student Achievement (SPSA) include: parents/guardians, students, school faculty and staff, community members, and advisory committees (English Learner Advisory committee).

Communication Plan:

- A comprehensive communication plan developed to inform all stakeholders about the SPSA development and review process includes Communication channels (newsletters and emails), meeting schedules and agendas (Parent Meetings), and opportunities for feedback and input.

Consultation Meetings:

- Consultation meetings scheduled to gather input from various stakeholder groups include parent and community forums, student focus groups, faculty and staff meetings, and advisory committee meetings.

Data Review and Analysis:

- Relevant data, including student achievement data, demographic information, and stakeholder feedback, are collected and analyzed to inform the development and review of the SPSA.

Collaborative Planning Sessions:

- Collaborative planning sessions are held with representatives from different stakeholder groups to develop and review the SPSA involve brainstorming and idea generation, goal setting and action planning, and reviewing progress towards goals from previous years.

Feedback and Revision:

- Drafts of the SPSA are shared with stakeholders for feedback and revision. This feedback is carefully considered, and revisions are made as necessary to ensure the plan reflects the needs and priorities of the school community.

Approval Process:

- The finalized SPSA is presented to relevant stakeholders for approval. This includes Parent Meeting - Held April 14, 2026, and District administration

Annual Review and Update:

- The SPSA is reviewed and updated annually to reflect changes in student needs, school priorities, and external factors. This process involves: data analysis and stakeholder consultation

Ongoing Communication:

- Throughout the year, ongoing communication and engagement with stakeholders ensure that they remain informed about the progress of the SPSA and have opportunities to provide input and feedback.

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.

Based upon the California School Dashboard state indicators, Podesta Ranch Elementary School has been identified for Additional Targeted Support and Improvement (ATSI). The “Two or More Races” student subgroup met criteria due to elevated rates of chronic absenteeism as reported on the 2025 California Dashboard.

Through the needs assessment process, several resource inequities were identified that contribute to this outcome. These include inconsistent access to targeted attendance supports and interventions, limited staffing and time dedicated to proactive family outreach, and a need for more structured systems to monitor and respond to attendance data in real time. Additionally, there is a need for increased professional learning and resources to support staff in building strong, culturally responsive relationships with families and addressing barriers to consistent attendance.

To address these inequities, the school will implement the ATSI Action Plan focused on strengthening systems in the areas of instruction, community, and accountability. This includes allocating resources toward attendance monitoring systems, expanding family engagement efforts, and providing professional development to ensure all students are supported in a safe, engaging, and inclusive learning environment that promotes regular attendance and academic success.

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.

California School Dashboard (Dashboard) Indicators

Referring to the California School Dashboard (Dashboard), any state indicator for which overall performance was in the “Red” or “Orange” performance category.

Based on a review of the California School Dashboard and local data, Podesta Ranch Elementary has identified Chronic Absenteeism as an area requiring significant improvement. According to the 2025 Dashboard, the “Two or More Races” student subgroup has remained in the Red performance category for two consecutive years, indicating a persistent and critical need. Most recently, chronic absenteeism for this subgroup increased by 2%, resulting in 30.6% (11 out of 36 students) classified as chronically absent.

This trend highlights a need for more effective, targeted supports to improve student attendance and engagement. Contributing factors identified through the needs assessment include inconsistent attendance monitoring systems, limited proactive intervention structures, and a need for stronger family engagement and communication strategies.

Referring to the California School Dashboard (Dashboard), any state indicator for which performance for any student group was two or more performance levels below the “all student” performance.

To address these needs comprehensively, the school will implement a multi-tiered approach that includes targeted attendance interventions, strengthened data monitoring systems, increased family outreach and engagement, and ongoing professional development for staff. These efforts are aligned to the Goals, Strategies/Activities, and Expenditures outlined in the SPSA and are designed to improve attendance outcomes and ensure all students have equitable access to consistent, high-quality instruction.

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

Goal 1

Title and Description of School Goal

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

Additional Targeted Support and Improvement (ATSI)
The educational outcomes of students who are 2 or More Races will mirror that of the general population.

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

Podesta Ranch Elementary implemented a comprehensive set of strategies aligned to improving outcomes for students identified as Two or More Races, with a strong emphasis on equity, attendance, and student engagement. Implementation of Tier 1 systems went well, including the establishment of clear, schoolwide expectations, consistent messaging around the importance of attendance, and the integration of culturally responsive practices to foster a more inclusive and supportive school climate. Additionally, Tier 2 and Tier 3 supports were strengthened through the use of disaggregated data to identify students in need of intervention, followed by targeted outreach and collaboration with families and student support staff. Restorative practices were also implemented effectively, resulting in a reduction in suspension rates and an increase in students remaining engaged in instruction.

Despite these positive implementation outcomes, the goal of reducing chronic absenteeism for students identified as Two or More Races was not met. According to the 2025 California School Dashboard, chronic absenteeism for this subgroup increased by 2%, resulting in 30.6% (11 out of 36 students) classified as chronically absent. This indicates that while systems and structures were put in place with fidelity, they did not yet result in the desired impact on attendance outcomes for this student group.

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

There were minor differences between the intended implementation and the actual use of budgeted expenditures. Overall, the majority of strategies and activities were implemented as planned, and funds were largely used to support professional development, student supports, and systems aimed at improving attendance and engagement for students identified as Two or More Races.

Originally, funds were allocated to support student incentives aligned with PBIS initiatives to reinforce positive attendance and behavior, particularly for English Learners and students identified as Two or More Races.

These adjustments allowed the school to be responsive to emerging student needs while remaining within the overall budget. While these shifts (supporting not just tier 1, but 2 and 3 as well) did not represent major changes to expenditures, they highlight the need to continue refining how resources are allocated to more directly and effectively impact chronic absenteeism outcomes moving forward.

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.

As a result of this analysis, the goal will be refined to more specifically target chronic absenteeism among students identified as Two or More Races, rather than broadly addressing all Tier 2 and Tier 3 populations. This revision reflects a data-informed shift, as chronic absenteeism has emerged as a significant equity concern for this student group. While the original goal of ensuring that the educational outcomes of students who are Two or More Races mirror those of the general population remains the overarching focus, the strategies and actions will be more explicitly aligned to improving attendance outcomes.

Overall, while the strategies were implemented effectively and contributed to improvements in school climate and reductions in exclusionary discipline, further refinement and intensification of attendance-specific interventions are needed. Moving forward, the school will focus on strengthening early identification systems, increasing the frequency and personalization of family engagement efforts, and implementing more targeted, data-driven attendance supports to ensure improved outcomes and alignment with the articulated goal.

Metrics will be updated to include subgroup-specific chronic absenteeism rates for students identified as Two or More Races, with progress monitored on a quarterly basis using attendance data from AERIES and aligned with MTSS tiered support documentation. Annual outcomes will reflect a measurable reduction in chronic absenteeism for this student group, with clearly defined benchmarks throughout the school year to monitor progress and adjust supports as needed.

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.

ATSI Additional Targeted Support and Improvement

Podesta Ranch Elementary will reduce chronic absenteeism for students identified as Two or More Races so that their attendance outcomes improve and more closely align with the general student population.

LCAP Goal to which this School Goal is Aligned

LCAP goal to which this school goal is aligned.

LUSD LCAP Goal #3- All students and families will feel safe and connected at school as measured by climate surveys, attendance data and behavioral data.

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.

Based on a review of the 2025 California School Dashboard and local data, chronic absenteeism among students identified as Two or More Races remains an area in need of significant improvement. This subgroup has continued to perform in the Red performance category for two consecutive years, indicating a persistent and significant performance gap when compared to the general student population. Most recently, chronic absenteeism for this subgroup increased by 2%, resulting in 30.6% (11 out of 36 students) classified as chronically absent.

This data demonstrates that, while systems and structures were implemented with fidelity, they have not yet resulted in the desired impact on attendance outcomes for this student group. Contributing factors identified through the needs assessment include the need for more targeted and timely interventions, stronger systems for early identification of at-risk students, and increased, personalized family engagement to address barriers to consistent attendance.

Steps taken to address this area have included strengthening Tier 1 attendance expectations and schoolwide messaging, implementing Tier 2 and Tier 3 interventions such as Check-In/Check-Out and small group supports, increasing outreach to families, and utilizing disaggregated data to monitor student progress. While these efforts have contributed to improvements in school climate and reductions in exclusionary discipline, additional refinement and intensification of attendance-specific strategies are needed to close the identified performance gap.

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
Chronic Absenteeism	30.6 % of Podesta Ranch Elementary Two or More Race Students (36 Students) were chronically absent as reported on the 2025 CA Dashboard (very high)	Podesta Ranch will reduce the Chronic Absenteeism for EL students to (Orange) as measured by the 2026 CA Dashboard.

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	Positive Behavior Interventions and Supports: Implement a targeted, data-driven attendance intervention system for students identified as Two or More Races, focused on early identification, consistent progress monitoring, and personalized supports. The school will utilize weekly attendance data reviews to identify students at risk of chronic absenteeism and assign Tier 2 and Tier 3 interventions such as Check-In/Check-Out, attendance goal-setting, and small group social-emotional supports.	Students who are 2 or more Races	
1.2	Data Conferences: Staff will strengthen collaboration between classroom teachers, support staff, and administration through MTSS meetings to monitor progress and adjust interventions in real time.	Students who are 2 or more Races	

Recommendations and Assurances

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

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

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

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

Signature

Committee or Advisory Group Name

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

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

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

Attested:



Principal, Alyssa Barban on 5/22/26