

School Plan for Student Achievement Template

The instructions and requirements for completing the School Plan for Student Achievement (SPSA) follow the template in the [SPSA Template Instructions](#).

School Name	County-District-School (CDS) Code	Schoolsite Council (SSC) Approval Date	Local Board Approval Date
Ledesma Elementary School	43 69625 6116081	May 19, 2026	Pending Board Approval June 18, 2026

Plan Description

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

The School Plan for Student Achievement (SPSA) describes Rita Ledesma Elementary School’s schoolwide programs and strategies designed to support learning for all students and improve their academic and social success. The school staff works closely with educational partners throughout the school and analyzes student performance data on an ongoing basis to pinpoint areas of need and provide targeted support. Five goals, outlined below, have been identified as the focus within the Oak Grove School District’s three year LCAP plan to improve outcomes for all students. Ledesma is a 21st-century school that fosters collaborative and engaging academic experiences. Rita Ledesma is a safe and nurturing environment that provides the foundation of academic growth, while preparing students to excel throughout their future. The expenditures and strategies outlined in the Rita Ledesma SPSA support this mission and the district goals outlined below.

Goal 1 - All students will be proficient in meeting and/or exceeding all Common Core State Standards.

Goal 2 - We will accelerate the academic achievement toward meeting or exceeding standards for English Learners (EL), low socioeconomic disadvantaged students, Foster Youth, and students of color, as well as increase the language proficiency for EL.

Goal 3 - We will provide an inclusive learning environment for students with disabilities to best support social, emotional and academic development.

Goal 4 - School and classroom environments support learning, creativity, safety, and engagement.

Goal 5 - We will actively engage parents and community members in supporting the implementation of CCSS instruction and providing input to program decisions.

Educational Partner Involvement

How, when, and with whom did your 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

Efforts to solicit educational partner input in the 2026-27 Ledesma School Plan (SPSA), the use of federal categorical monies as it relates to the School Plan for Student Achievement and the Learning Continuity and Attendance Plan, began in April and continued regularly throughout the development process. Engaging in outreach and surveying stakeholders has provided and continues to provide invaluable input to inform the school's planning for the 2026/2027 school year.

Involvement Process for the SPSA and Annual Review and Update

Input Sessions with stakeholders included:

School Site Council
April 23, 2026

Rita Ledesma Staff Survey
April 20- May 11, 2026

The School Site Council approved the SPSA on May 19, 2026

Comprehensive Needs Assessment

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

Data shows that our Hispanic student group is performing below other demographic groups in math per the CA state dashboard. The 2025 CA Dashboard level for this student group in math was yellow (medium). Reviewing the data with our School Site Council and our staff, it has been determined that we will provide small group in-class math support with an emphasis on strategies to support ELs, professional development, and teacher collaboration time to build proficiency in our newly adopted math curriculum, and Tier 2 math interventions. In addition, we are in the process of adopting schoolwide Multi-Lingual Learner strategies.

Data shows that all English Language Learners and our students with disabilities subgroups are experiencing medium rates of chronic absenteeism, as evidenced by our yellow (medium) score on the CA dashboard. Reviewing the data with our School Site Council and our staff, it has been determined that we will continue to incentivize student and class level attendance, implement Super Saturdays to allow for attendance makeups, and utilize the SARB process fully to provide attendance support and accountability. In addition, we will utilize Short-Term Independent Study to a higher degree and educate our community on the recent law changes that allow us to use this process to recoup average daily attendance funds. We will also better utilize our parent resource center to provide workshops, based on parent survey responses, designed to better engage, connect, and inform families with tools and resources to improve attendance.

Goals, Strategies/Activities, and Expenditures

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

Goal # 1

Goal #	Description
Goal 1	All students will be proficient in meeting and/or exceeding all Common Core State Standards. All teachers are implementing Common Core standards, strategies, and materials.

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.

With the implementation of Common Core State Standards (CCSS) and Smarter Balanced Assessment Consortium, we are finding that our students are showing gaps in foundational literacy skills and foundational math skills, particularly our English Language Learners, Hispanic subgroup and students with disabilities per our state dashboard data (students in these 3 student subgroups scored yellow on our most recent CA dashboard). We plan to focus our coaching on balanced literacy skills and foundational literacy skills. We will provide professional development time in the form of release of days to allow teachers the opportunity to collaborate and plan around the integration of the common core curriculum, including our new ELA curriculum, with research based instructional practices to support all students. Supplemental curriculum and supplies will be purchased to support whole class, small group or individual intervention to enhance the achievement and close the educational gap between foundational literacy and math skills. Homework Centers in the form of before or after school academies for students not meeting or exceeding standards may be provided. Teachers may attend professional development conferences that provide resources and school-wide professional development practices that support all students with a focus on students not meeting or exceeding standards.

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-2025/2026	Expected Outcome-2026/2027
SBAC Scores-ELA	61.54% in 2024/2025 2025/2026 data available in August 2026	66%
SBAC Scores-Math	64% in 2024/2025 2025/2026 data available in August 2026	69%
CA Dashboard Academic Indicator-ELA	Green	Blue
CA Dashboard Academic Indicator-Math	Green	Blue
Local ELA Benchmark Assessments (iReady Mid-Year)	53% proficient/advanced	58% proficient/advanced
Local Math Benchmark Assessments (iReady Mid-Year)	47% proficient/advanced	52% proficient/advanced
Annual Teacher and Student (Grades 3-8) Technology Survey	Students in grade 3-8 who use technology weekly at school 2025-2026: 83% Students in grades 3-8 who use technology daily at school 2025-26: 80% Teachers who report students use technology on a daily basis 2025-26: 100%	Students in grade 3-8 who use technology weekly at school 2026-27: 100% Students in grades 3-8 who use technology daily at school 2026-27: 90% Teachers who report students use technology on a daily basis 2026-27: 100%
Student Access to Core Subject Areas Using 21st-Century Skills	86% of students report using technology to work or collaborate with others. 62% of students report using technology to communicate with others. 70% of students report using technology to solve problems or help with their critical thinking in class. 83% of students report using technology to be creative.	90% of students report using technology to work or collaborate with others. 70% of students report using technology to communicate with others. 80% of students report using technology to solve problems or help with their critical thinking in class. 90% of students report using technology to be creative.

Strategies/Activities

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

Strategies/Activities Table

Strategy/ Activity #	Description	Students to be Served	Proposed Expenditures	Funding Source(s)
#1	Provide 2 common planning days for all teachers with a focus on: - Increasing proficiency in math & reading for all students - Increasing the proficiency of Multilingual Learners - Ensuring welcoming & affirming environments for all learners	All students	\$6,084	LCFF
#2	Purchase instructional supplies, materials, print shop resources, and supplemental items/resources for teachers, so support instruction for all students to attain a goal of at standard or above standard in ELA and Math.	All students	\$11,552 \$2,900	LCFF Site Discretionary
#3	Purchase general office supplies and provide access to the print shop for instructional materials as well as general office printing needs	All students	\$800 \$2000	Site Discretionary LCFF
#4	Purchase classroom and school-related technology equipment including but not limited to: - Chromebooks - Projectors and bulbs - Printers and ink - Monitors - Speakers	All students	\$2000	LCFF

Strategy/ Activity #	Description	Students to be Served	Proposed Expenditures	Funding Source(s)
#5	Provide copy and laminator servicing as needed	All students	\$3,000	Parcel Tax
#6	Distribute and organize district-provided Chromebooks. Promote the use of EdTech office hours, EdTech staff meetings, and IT Help Desk (for families). Provide office hours and contact information to support families with tech needs.	All students	\$0	District funded
#7	Provide centralized edtech programs and platforms to support the teaching and learning of CCSS standards, such G-Suite, typing programs and others, along with corresponding teacher professional development to make effective use of the programs and platforms.	All students	\$0	District funded

Annual Review

SPSA Year Reviewed: 2025-2026

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.

Goal Analysis

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

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

From 2023/2024 to 2024/2025 we witnessed an increase in our academic proficiency rates, including our students with disabilities and Hispanic subgroups, as identified through SBAC, in both math and language arts. Local assessment data collected throughout the 2025/2026 school year has shown increases from diagnostic assessment one to assessment two (+14% in Math and +15% in

reading). Consistency of implementation of technology and educational technology programs, along with effective Tier 2 interventions, is needed to ensure effective student support toward proficiency in the Common Core State Standards.

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

Purchase of Wordly Wise supplemental materials in our upper grades will be discontinued with the advent of our soon-to-be adopted ELA curriculum.

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.

Providing additional Tier 2 academic support is planned to support efforts in this goal area. These efforts will come through our teacher-lead cycle of inquiry work designed to identify target students and provide in-class interventions in math and reading, along with potential before/after school/intersession offerings funded through EL grant funds.

Goal # 2

Goal #	Description
Goal 2	We will accelerate the academic achievement toward meeting or exceeding standards for English Learners (EL), low socioeconomic disadvantaged students, Foster Youth, and students of color, as well as increase the language proficiency for EL.

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.

English Learners at Ledesma are not performing at an equal rate in comparison to our non-EL students. Data from our dashboard indicates that ELs are not reclassifying at a higher rate than in previous years, and this indicator is green (high). Planned supports

continue to include professional development for teachers around UDL (universal design for learning) and high-yield, research-based instructional strategies to support English Language Learners and all students (emphasizing socioeconomically disadvantaged, Foster youth, and students of color) with language acquisition and language development in whole group and small group settings. Reenvisioning the classroom as a student-centered, 21st-century-equipped, flexible learning space is another goal. All students deserve the opportunity to learn in a technology-rich environment, and all teachers require the pedagogical understanding along with the tools and support to successfully teach in such an environment.

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-2025-2026	Expected Outcome-2026-2027
English Learner Reclassification Rate	20%	30%
Long Term English Learner (LTEL) Rate	0%	1%
Local ELA Benchmark Assessments for Student Groups (iReady Mid-Year)	4%	14%
Local Math Benchmark Assessments for Student Groups (iReady Mid-Year)	11%	21%
CA Dashboard Academic Indicator	ELPI Status=Green	ELPI Status=Blue

Strategies/Activities

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

Strategies/Activities Table

Strategy/ Activity #	Description	Students to be Served	Proposed Expenditures	Funding Source(s)
1	Work with the English Learner Teacher Partner to help coach, model, or support instruction for staff and or students who need Tier 2 intervention in academics, based on SBAC and iReady data.	Hispanic students, socioeconomically disadvantaged students and English language learners	\$0	District funded
2	Provide small group instructional intervention for English Language Learners & newcomers to be delivered by the English Learner Instructional Aide.	Hispanic students, socioeconomically disadvantaged students and English language learners	\$0	Extended Learning Grant referenced in Goal 1
3	Provide time to plan for EL instruction and analysis of EL data during teacher release days	Hispanic students, socioeconomically disadvantaged students and English language learners	\$0	Funding outlined in Goal 1
4	Provide professional development during staff meeting time and AB days focused on EL instructional strategies	Hispanic students, socioeconomically disadvantaged students and English language learners	\$0	No site cost associated with this strategy

Annual Review

SPSA Year Reviewed: 2025-2026

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.

Goal Analysis

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

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

Acceleration of academic achievement for English Learners is improving but requires additional attention, as 39% of ELs have reached their typical progress at the midyear point, compared to 69% of English-only students (in Reading). In Math, our English Learners trail our English-only students, 35% to 57%. Reclassification efforts were positive as our long-term English Learner numbers decreased by 12% from 2024/2025 to 2025/2026.

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

Coaching efforts from our ELTP to support teachers with EL strategies were effective. In addition, we spent significant time analyzing EL data and creating a schoolwide data tracker to identify and monitor a variety of academic data points.

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.

Renewed efforts will be made to refine our grade level planning days, cycles of inquiry, and classroom walkthrough feedback to greater emphasize the effectiveness of English Learner instructional strategies. These changes will be found in the activities listed in both Goals 1 and 2.

Goal # 3

Goal #	Description
Goal 3	We will provide an inclusive learning environment for students with disabilities to best support social, emotional and academic development.

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.

As a site, our students with disabilities subgroup is not large enough to warrant a performance color on the CS dashboard. Local assessment data in the form of iReady shows that 44% of students in special education are making typical math growth as compared to 57% of students in general education. iReady data also shows that 61% of students in special education are making typical growth as compared to 65% of general education students. Continued support in this area will come in the form of teacher professional development time and teacher collaboration time to identify students in need, develop actionable plans, and have the opportunity to monitor and adjust instruction based on careful data review. Instructionally, small group support will be developed and provided for students in need in the form of intervention blocks and potentially through before/after school academies.

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-2025/2026	Expected Outcome-2025/2026
Local ELA Benchmark Assessments for Special Education (iReady Mid-Year)	14% Proficient/Advanced	19%
Local Math Benchmark Assessments for Special Education (iReady Mid-Year)	20% Proficient/Advanced	25%
CA Dashboard Academic Indicator for ELA	Reading Indicator for SWD= NA	Reading Indicator for SWD= Yellow
CA Dashboard Academic Indicator for Math	Math Indicator for SWD=NA	Math Indicator for SWD=Yellow
Inclusion Data of Students with Disabilities	% of students in reg class $\geq 80\%$ =76%	% of students in reg class $\geq 80\%$ =80%

Strategies/Activities

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

Strategies/Activities Table

Strategy/ Activity #	Description	Students to be Served	Proposed Expenditures	Funding Source(s)
#1	Hold weekly site support staff meetings that include the principal, resource specialist, speech and language pathologist, psychologist, and social worker interns in order to: • Collaborate on action items to support students with disabilities • Collaborate regarding upcoming assessment requests • Discuss and collaborate around students of academic and behavioral concerns who may not have IEPs, in order to provide support to prevent SpEd referral	Students with Disabilities and potential students at risk for special education identification	\$0	No site cost associated with this strategy
#2	Continue to focus attention during our cycles of inquiry on students with disabilities, targeting students and closely monitoring their progress, while adhering to actions that speak to learning styles as included in individualized education plans	Students with Disabilities and regular education students	\$0	Funding outlined in Goal 1
#3	Provide planning time to support students with IEPs during our grade-level release time	Students with Disabilities and regular education students	\$0	Funding outlined in Goal 1

Annual Review

SPSA Year Reviewed: 2025-2026

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.

Goal Analysis

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

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

This year saw an increase in the performance of students with disabilities on our iReady mid year diagnostics (particularly in reading) due, in large part, to increased attention to include target students in our cycles of inquiry and to address/monitor their growth through action items.

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

No major differences to report.

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

No major differences to report.

Goal # 4

Goal #	Description
Goal 4	We will actively engage families and community members in supporting the implementation of CCSS instruction, and providing input to program decisions.

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.

Ledesma traditionally has low attendance at the school-level meetings. Parent groups such as School Site Council, HABLA, Village, ELAC, and HSC meetings typically see less than 25% consistent representation during our in-person or virtual meetings. Large-scale school events such as Back to School Night and Open House are well attended. Incentivizing these events for both parents and students is important. In addition, we'll survey families to identify potential barriers to family engagement and to discover additional engagement strategies. Increasing visits to our school webpage, along with greater attention to our weekly parent square newsletter (Ledesma Ledger) and increased attention to our school Facebook page and Instagram, are goals for the 2026/2027 school year.

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-2026/2027	Expected Outcome-2026/2027
Attendance at School Parent Meetings	5-10 parents in attendance at parent meetings	15-20 parents in attendance at each SSC, ELAC, & Habla virtual meeting
Parent Engagement Events/Community Events	60% attendance at Back to School Night & Open House 80% attendance during conferences	75% attendance at Back to School Night & Open House. 90% attendance at student conferences
Parent Square Delivery and Post Data	60% readership of weekly Ledesma Ledgers	70% readership of weekly Ledesma Ledgers

Strategies/Activities

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

Strategies/Activities Table

Strategy/ Activity #	Description	Students to be Served	Proposed Expenditures	Funding Source(s)
#1	Provide consistent home/school communications in home languages via Parent Square and Thursday Envelopes, including but not limited to: • Ledesma Ledger • Classroom messages • School-wide information • Facebook page • Instagram page	All students, with a focus on students with disabilities and English Learners.	\$0	The district provided resources or a free community resource
#2	The school secretary and principal will ensure that we have all current data for our students and families including emails, phone numbers, and addresses. The school secretary and principal will monitor the student information system through data reports as well as data from weekly phone, email, and text communications to families.	All students	\$0	The district provided resources or a free community resource
#3	Inform families of dates and agendas for various parent meetings and events in home languages via our parent square platform. Meetings include, but are not limited to: • Parent Information Nights • Family Life Education Night in grades 5 • SEAL workshops and gallery walks • Parent offerings with topics generated from stakeholder surveys • SSC & ELAC meetings • Back to School Night • Open House	All students, with a focus on students with disabilities and English Learners.	\$0	The district provided resources or a free community resource
#4	Parent meetings will be held virtually through Google Meet or in person. The principal, secretary, and community liaison will reach out to families via ParentSquare messages and alerts. We will continue to monitor the percentage of families that are connected and have accurate information on file, with a goal of 100%.	All students	\$0	District funded

Annual Review

SPSA Year Reviewed: 2025-2026

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.

Goal Analysis

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

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

Strategies and activities showed growth toward our overall goal of actively engaging parents and community members. The school saw a renewed interest in engagement activities, including a Village representative, a previously vacant position. In addition, our HSC saw an uptick in involvement, and we witnessed a return of some vital school-wide events such as our Carnival and first-ever family dance. We witnessed an increase in the number of parents and families attending our Back to School Night and Open House, as well as our Art Showcase, as well as an increase in the percentage of families participating in our various surveys.

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

No differences to report.

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.

Continued efforts will be made regarding activity 4, to return to in-person parent engagement meetings, such as HSC. This year the only in-person events were large-scale, such as Open House and Back to School Night.

Goal # 5

Goal #	Description
Goal 5	School and classroom environments support learning, creativity, safety, and 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.

Socioeconomically disadvantaged youth, yellow (medium), through the California Dashboard, about the suspension rate. Ongoing support efforts to affect change in this area include attention and focus on our PBIS model, the implementation of our monthly character trait program, the implementation of morning meetings and restorative circles, as well as research on alternatives to suspension. In addition, the chronic absenteeism rate at Ledesma is yellow or medium per our state dashboard data for all students. Continued emphasis on incentivizing attendance through class and grade level goals will be employed to address this area of concern. Our school Wellness Center will remain in place to support students in need of a “reset” during the day, in an effort to support student mental health. In addition, we continue to partner with the SCCOE on the CA-ISP grant, which provides additional support for our schoolwide PBIS efforts through professional development and collaboration.

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
Attendance Annual Average	95.07% (months 1-4)	96%
Chronic Absenteeism for all students	12.27%	15%
Suspension Rate for all students	.49%	1.5%
Expulsion Rate	0%	0 students
Student Safety Survey	95% of 5th & 6th graders report feeling safe at school	95% of students in 5th & 6th grades will feel safe at school
Student Connectedness and Belonging	78% of 5th & 6th graders report feeling connected to an adult at school	80% of 5th & 6th graders will feel connected at school

Strategies/Activities

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

Strategies/Activities Table

Strategy/ Activity #	Description	Students to be Served	Proposed Expenditures	Funding Source(s)
#1	Implement, monitor, and provide professional development to site teams on the main tenets and practices of (PBIS) Positive Behavioral Interventions and Supports. Ongoing PBIS district support includes professional development for the school mentor, relevant training for teachers and staff, attendance at PBIS-related conferences, and support with annual PBIS data tracking; all to support all student demographics and subgroups.	All students, students with disabilities, English learners, foster youth or socioeconomically disadvantaged (SED) students will be served.	\$0	LCFF
#2	Implement, monitor, and provide attendance Interventions and Support to all families with an emphasis on students with disabilities, English learners, foster youth, or socioeconomically disadvantaged (SED) including but not limited to: - Share monthly attendance reports with staff, parents, and community members during school monthly meetings. - Community outreach to families that have chronic absences as shown in monthly attendance reports. - Develop 1-2 Super Saturday Attendance Recovery Lead Teacher(s) at the site to support the implementation through data analysis. - Personally invite families to Super Saturday Attendance Recovery Classes. - Provide one Professional development to the Lead Super Saturday Attendance Recovery teachers.	All students, students with disabilities, English Learners, foster youth or socioeconomically disadvantaged (SED) Asian Filipino Hispanic White Two or more races Students with disabilities will be served.	\$0	LCFF

Strategy/ Activity #	Description	Students to be Served	Proposed Expenditures	Funding Source(s)
#3	Provide district and community resources such as Community Liaison, social workers, and mental health counselors. Train staff and families on how to access the mental health referral forms. Students needing extra social and/or emotional support can be referred to the school Mental Health Counselor.	All students	\$0	LCFF
#4	Enhance site-based efforts to establish and maintain a warm, welcoming school environment that supports the socio-emotional well-being of all students and staff including, but not limited to: • Monthly PBIS-centered themes and student recognitions • Monthly read-aloud related to PBIS themes and character traits • Morning meetings and restorative circles • Pawsitive Behavior slips and weekly awards • Student plays that reinforce appropriate student behaviors	All students	\$709	Parcel Tax
#5	Maintain the health and safety of all students and staff, and ensure a healthy school environment via the resources and materials provided by our custodial and health clerk, such as PPE, cleaning supplies, medical supplies, sanitizer, etc.	All students	\$5200	Site Discretionary
#6	Provide ongoing counseling support to students on-site to support them with ongoing concerns	All students	\$0	Extended Learning Grant
#7	Provide social work interns and a school Wellness Center and coordinator to support students with “in the moment” related mental health needs and require attention and an opportunity for a reset, such as: • Anxiety • Grieving • Stress • Peer-related pressures • Conflict Resolution	All students	\$5,000	LCFF

Strategy/ Activity #	Description	Students to be Served	Proposed Expenditures	Funding Source(s)
#9	Provide Visual & Performing Arts instruction in the form of district-provided itinerant art teachers	All students	\$55,648	Prop 28 funding
#10	Provide art-related materials and supplies to support Visual & Performing Arts instruction	All students	\$5,820	Prop 28 funding
#11	Provide STEAM enrichment opportunities in the form of after-school extensions through contracted services	All students	\$4,000	Prop 28 funding

Annual Review

SPSA Year Reviewed: 2025-2026

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.

Goal Analysis

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

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

Schoolwide efforts to foster classroom environments that support learning, creativity, safety, and engagement were successful overall, as we continue to monitor our chronic absenteeism and suspension rates for all students. We underwent significant changes to our PBIS school-wide expectations matrix through the collaboration and input of staff and community members.

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

The continuation of our school Wellness Center was a major difference to note regarding this goal area. Wellness Center efforts were facilitated by our social work interns, funded by district funds and site-based LCAP funds. We utilized LCAP funding to extend the time for our intern to support student needs.

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.

For the 2026/2027 school year, we plan to continue to staff our Wellness Center staffed by social work interns and have set aside \$5000 to support this effort.

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 Table

DESCRIPTION	AMOUNT
Total Funds Provided to the School Through the ConApp	\$ [Enter amount here]
Total Funds Budgeted for Strategies to Meet the Goals in the SPSA	\$ 104,713

Other Federal, State, and Local Funds

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

State or Local Programs	Allocation (\$)
LCFF funds	\$26,636
Site Discretionary Funds	\$8,900
Parcel Tax funds	\$3,709
Prop 28 funds	\$65,468

Subtotal of state or local funds included for this school: \$ 104,713

Total of federal, state, and/or local funds for this school: \$104,713

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

The SPSA template meets the requirements of schoolwide planning (SWP).

- [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.

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.

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.

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 relevant federal planning requirements.

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.

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 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.

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.

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.

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.

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.*

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.*

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.

Appendix A: Plan Requirements for Title I Schoolwide Programs

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 Consolidated Application (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 California *Education Code (EC)* sections 52060 and 52066, and informed by all indicators described in Section 1111(c)(4)(B) of the federal Every Student Succeeds Act (ESSA), 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 *Code of Federal Regulations*, Title 34 (34 *CFR*), Section 200.13(b)(7) and migratory children as defined in section 1309(2) of the Elementary and Secondary Education Act (ESEA), relative to the State's academic standards under 34 *CFR* Section 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 34 *CFR* Section 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: 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: 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/>

Updated by the California Department of Education, June 2024

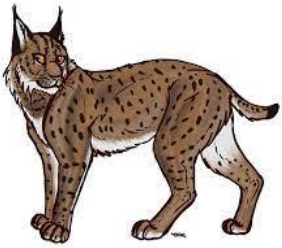


Ledesma Elementary School

School Site Council Agenda

Tuesday, May 19, 3:30-4:15

1. Welcome
2. Review 2025/2026 School Plan Goals & Expenditures
3. Finalize Plan
4. THANK YOU and Adjournment

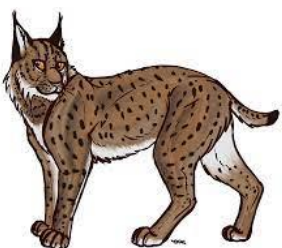


Ledesma Elementary School

May 19, 2026

School Site Council Meeting Notes

Agenda Item	Notes
Opening	• Meeting opened at 3:00
SPSA Plan Review	• Sorich presented the agenda • Sorich reviewed the outcome for the day, understanding the SPSA budget draft and moving toward a vote
SPSA revisions/updates	• Revisions were not necessary • Approval was suggested by Laurea and seconded by Heldt • SPSA plan was approved by a vote of 9-0. • Approving: Sorich, Heldt, Cordero, Santos, Sayed, Larrea, Johnston, Calupad, Preeti voted in favor • Calupad was absent but voted in favor
Closure	• Meeting was adjourned at 4:00



Ledesma Elementary School

5/19/2026

School Site Council Attendance

SSC Members/P=present,
A=absent

P-Jason Sorich, Principal

P-Allison Heldt, Teacher

P-Sandra Cordero, Teacher

P-Sandy Santos, Teacher

A-Ivy Calupad, Classified

P-Afra Syed, Parent

P-Audra Larrea, Parent

A-Lynn Lam, Parent

P-Preeti Krishnan, Parent

P-Lisa Johnston, Parent