

School Year: 2026-2027

School Plan for Student Achievement Template

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

School Name	County-District-School (CDS) Code	Schoolsite Council (SSC) Approval Date	Local Board Approval Date
STEAM@Stipe Elementary	43 69625 6048177	May 26, 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.

STEAM@Stipe is an inclusive community that values and empowers all leaders to build their own paths toward success with integrity and empathy. We believe that every student is a leader and a changemaker. Every student can make an important contribution to their community, so we are honored to support them in identifying and developing their strengths. A fundamental aim of our educational program is to ensure that each student develops confidence and competence. Our core instruction includes foundational academic skills, the development of Maker Mindsets and Leadership Habits, and hands-on creativity. Effective teaching, capable instructional leadership, and strong relationships are essential components of our program as we contribute to student learning and development. This plan articulates the teaching, leadership, and organizational practices that will ensure success. Through collaboration between the school, family, and community, we provide a network of support for every student while they learn and grow.

We work closely with educational partners throughout the district and analyze student performance data on an ongoing basis. Five goals, outlined below, have been identified as the focus within our current three-year LCAP plan to improve outcomes for all students. Specifically, at STEAM@Stipe, our Targeted Support and Improvement Plan addresses the need to focus on our students with IEPs to improve attendance in this category, which will, in turn, improve achievement. This year, we participated in professional learning related to a Universal Design for Learning, as well as a series on Neurodiversity, so that we would be able to prepare ourselves to address the needs of students with a wide variety of learning differences.

Goal 1 - All students will be proficient in meeting and/or exceeding all Common Core State Standards and 21st-century skills.

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

Goal 5 - *School and classroom environments support learning, creativity, safety, and engagement.*

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

STEAM@Stipe leadership elicits ongoing cycles of educational partner input from the School Site Council, Staff, and parent groups throughout the year. The administration shares information regularly at Parent and Faculty Association (PFA) meetings, School Site Council meetings, staff meetings, leadership meetings, and other various parent meetings. Parents participate through meetings or input surveys when setting school goals, developing or evaluating programs & policies, and responding to data. Parents play a key role in providing support for our enrichment/elective program, field trips, and our social-emotional program. Focus groups and leadership teams are established to collect survey data and assess school academic and climate needs. School information is communicated via Facebook, Parent Square, and Seesaw.

Meetings include monthly Parent Faculty Association (PFA) meetings, STEAM@Stipe staff & faculty meetings, School Site Council (SSC) meetings, and Staff Instructional Leadership Team.

Presentations to educational partners included:

School Site Council 4-28-26, 5-26-26

STEAM@Stipe Staff Meeting 4-14-26

Stipe Instructional Leadership Team 4-13-26

The School Site Council approved the SPSA on 5-26-26

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.

A review of our dashboard data from 2025 shows that we are making progress toward our goal in the area of English Language Arts (ELA). Between 2024 and 2025, according to the Smarter Balanced Assessment Consortium (SBAC) data, there was an increase in the percentage of students meeting standards from 27% to 31%. The dashboard indicates our performance status for the ELA SBAC as yellow, or low-middle performance.

The data also shows that we had an increase in the percentage of students meeting standard in Math, which went from 28% in 2024 to 30% in 2025. This put us in the orange zone, or low performance.

It is important to note that in the areas of ELA and math, our students with IEPs have a dashboard color of red, or very low performance. This indicates a need to increase attention and support for this group of students.

Another important area of focus of our school is on Chronic Absenteeism. We have demonstrated attendance that falls within the red zone, or very low performance, because over 20% of our students are chronically absent, missing 10% or more of the school days. This number has not improved during the last two years and is not on track for improvement this school year. Our students with IEPs are showing an even higher rate of chronic absenteeism, with approximately 35% of these students having chronic absences. This will need to be a focused area of need.

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	We will maintain yellow on the dashboard in ELA (at least 3 points decrease on ‘distance from standard’) and improve the color from orange to yellow in Math and Science (at least 3 points decrease on ‘distance from standard’).

Identified Need

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

We are proud to have increased the percentage of students who met or exceeded the standard in both ELA and Math according to the SBAC test. We would also like to demonstrate growth through a decrease in the gap from standard in order to demonstrate continuous growth. An increase of three or more points in the average distance from standard would bring us closer to zero and help us to maintain yellow in ELA and also move from orange to yellow in Math. Additionally, we would like to see each of our measured subgroups score at least three points higher in order to land in the yellow zone, demonstrating growth by reaching a higher overall average score.

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
CAASPP ELA Distance from Standard	Yellow (DFS -55)	Yellow (DFS -52 or more)
CAASPP Math Distance from Standard	Orange (DFS -61.5)	Yellow (DFS -58.5 or more)
CAASPP ELA & Math Percentage Proficient	ELA 31.1%; Math 30.9%	ELA & Math 34%
CAASPP ELA Distance from Standard for students with IEPs	Red; DFS -125.9	Significant Improvement; Orange DFS -110 or better
CAASPP Math Distance from Standard for students with IEPs	Red; DFS -135,3	Significant Improvement; Orange DFS -120 or better

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)
Strategy/ Activity #1	STEAM Coordinator .5 FTE, supporting teachers to develop skills in integrating Language and Math into integrated units. The STEAM coordinator plans with teachers and coaches to support their skill development. She also gathers resources to support hands-on learning that incorporates all content areas and coordinates memorable experiences related to STEAM learning.	All students	\$76,650.50 \$11,687.00	Title I LCFF
Strategy/ Activity #2	Collaborative Planning Days: Teachers who do not already have release days due to teaching a combo class will have TWO release days with their teaching partners in order to plan for instruction. This will allow teachers to apply new strategies learned from professional learning in UDL and Neurodivergence	All students	\$2,080.00	LCFF
Strategy/ Activity #3	Professional Learning with a focus on differentiation in math and also STEAM integration.	All students	\$0.00	District provided resources/free to the site community resource
Strategy/ Activity #4	Instructional Printing through Print Shop	All students	\$300.00	LCFF
Strategy/ Activity #5	Instructional Supplies	All Students	\$1,093	LCFF

Strategy/ Activity #	Description	Students to be Served	Proposed Expenditures	Funding Source(s)
Strategy/A ctivity #6	Classtime License for Math and ELA & Professional Learning for ELA: Students at all grade levels will work toward achievement on state testing through learning thinking strategies that will serve them for the state test and beyond.	All Students	\$0.00	District provided resources/free to the site community resource

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.

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 the previous year to last year, the percentage of our students scoring proficient on SBAC tests did increase by 4.5% in ELA and 2.5% in Math, demonstrating progress toward our goal in math and goal achievement in ELA. The number of students with grade-level or above iReady scores did increase as well, by 3% in Reading and 2% in Math. Our scores increased slightly more in Reading than in Math, perhaps due to more emphasis on differentiated instruction in Reading and providing literacy intervention for students who are struggling.

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

There were no major differences in strategies from what we planned.

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.

While we still want to try to increase the number of students who are meeting standards, we will adjust this goal to work toward decreasing our average distance from standard, so that we are focused on an overall improvement for all students. We plan to work toward a 3-point Increase or more, moving us closer to standard, in which case our ELA dashboard color would remain yellow, and our Math dashboard would also be yellow. We will engage in professional learning related to differentiation in math.

Goal # 2

Goal #	Description
Goal #2	We will maintain yellow on the dashboard in ELA for Multilingual Learners (EL students) (at least 3 points increase on 'distance from standard') and improve the color from orange to yellow (at least 3 points increase on 'distance from standard') in ELA for students categorized as low socioeconomic status. We will improve the color from orange to yellow in math (at least 3 points increase on 'distance from standard') for Multilingual Learners (EL students) and students categorized as low socioeconomic status.

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.

Last year, our Multilingual Learners (EL students) were in the yellow zone on the dashboard for ELA because of a slight increase of three points on the distance from standard. Our students of lower socioeconomic status increased by 9.2 points, but overall are further from standard, landing in the orange zone. If both groups score 3 more points, then they will land in the yellow zone for ELA, which will demonstrate growth toward standard.

Our Multilingual Learners (EL students) increased by 5.5 points in the average distance from standard, which means they landed in the orange zone. Students of lower socioeconomic status also landed in the orange zone, with a decline of 8 points, and Hispanic students declined by 11 points. This year, we hope to see an increase of 6.5 points or higher for our Hispanic students and 3 points or higher for our English Learners and students of lower socioeconomic status, so that all areas land in the yellow zone for Math, demonstrating growth toward the standard.

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
CAASPP ELA Distance from Standard	EL's: Yellow (DFS -69.6) SES: Orange (DFS -70.8) Hispanic Students: Yellow (DFS -68.7) Students with IEPs: Red (DFS -125.9)	EL's: Yellow (DFS -66.6) SES: Yellow (DFS -67.8) Hispanic Students: Yellow (DFS -65.7) Students with IEPs: Red (DFS -110)
CAASPP Math Distance from Standard	EL's: Orange (DFS -59.2) SES: Orange (DFS -70.7) Hispanic Students: Orange (DFS -76.5) Students with IEPs: Red (DFS -135.3)	EL's: Yellow (DFS -56.2) SES: Yellow (DFS -67.7) Hispanic Students: Yellow (DFS -70.0) Students with IEPs: Red (DFS -120)
CAASPP ELA & Math Percentage Proficient	EL's: ELA 10.9%, Math 15.2% SES: ELA 25.8%, Math 23.3% Hispanic Students: ELA 26.8%, Math 26.1% Students with IEPs: ELA 5.4%, Math 13.5%	EL's ELA 15%; Math 20% SES: ELA 30%, Math 28% Hispanic Students: ELA 32%, Math 32% Students with IEPs: ELA 15%, Math 23%

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)
Strategy/ Activity #1	.5 MTSS Coordinator	All students, especially those who benefit from Tier 2 supports	\$87,337.50	Title I
Strategy/ Activity #2	Explore Learning (Reflex & Frax)	All students, especially those struggling with math facts/fluency	\$4,795.00	LCFF
Strategy/ Activity #3	A to Z Learning	All students in 1st - 3rd grade, especially struggling readers	\$932.00	LCFF
Strategy/ Activity #4	Small-group Literacy Intervention: Students with an identified need receive extra support in reading from a specialist in a pull-out intervention program	Struggling readers	\$0.00	District provided resources/free to the site community resource

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.

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.

We utilized all of our intended strategies in an attempt to accelerate learning for some of our underserved student groups. What we have noticed is that by using multiple strategies in one focus area (ELA), we saw movement toward standard for our English Learners, students of lower socioeconomic status, and Hispanic students. Major strategies that supported this goal were iReady individualized lessons, Reading A-Z in 1st-3rd grade, and an additional small-group reading pull-out for students identified through the SST process and examination of data.

Our SST process and data analysis also help us to identify students who struggle in math. However, we have fewer strategies currently available to us to help accelerate math achievement for those students. We utilized the Explore Learning platforms, Reflex, and Frax. Based on our data, we need to put more emphasis on our math instruction and provide more support for students who are falling behind, as these strategies were not enough to produce the intended results.

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

There were no major differences in strategies from what we planned.

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 our math outcomes, we will focus some of our professional learning on differentiation in math instruction, so that we can develop classroom strategies for supporting students who struggle in math. This work will be supported by our STEAM Coordinator, along with teacher leaders, so we will not have the need for additional funding. We will continue utilizing Reflex/Frax. (If additional funds are provided for intervention, we could add additional pull-out math support without dropping ELA support, which is still needed.)

Goal # 3

Goal #	Description
Goal # 3	We will reduce our rate of Chronic Absenteeism to below 20% for students overall and also for students with IEPs, moving from red to yellow on the dashboard.

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 of May 2026, 25% of our students are chronically absent, while 28.6% of our students with IEPs (TK-6) are chronically absent. We need to address Chronic Absenteeism for all of our students, so they will have access to daily learning opportunities. We especially need to emphasize our attention on the large number of students who have IEPs and are chronically absent, because they may be most affected by absences from school and need to have consistent access to their learning and their support services. Emphasizing improved attendance is also likely to have an impact on the achievement scores for students with IEPs, so we will utilize their scores to measure improvement, as this year we will focus on improved outcomes for students with IEPs.

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	2024: 21.5%, 2025: 21.3% Current: 24%	2027: 20% or less
Chronic Absenteeism: Students with IEPs	2024: 22.6%, 2025: 35.6%, Current: 28.5%	2027: 20% or less
Overall attendance rates	2024-25: 93.2%, Current: 92.3%	2027: 94%

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)
Strategy/ Activity #1	Participation in the RAISE Network This network will help us to improve our systems and school culture around attendance. We are invited to participate with our district in this initiative through the Santa Clara County Office of Education	All students who have challenges with attendance, especially those with IEPs	\$0.00	SCCOE
Strategy/ Activity #2	Letters are sent home when students are truant three times or have missed 10% of their school days due to illness.	Students with attendance challenges	\$0.00	District provided resources/free to the site community resource
Strategy/ Activity #3	Attendance meetings: Information on attendance offered at all family meetings, informational meetings regarding attendance (hybrid format), and SART meetings	All students	\$0.00	N/A
Strategy/ Activity #4	Attendance team phone calls when students are absent. Attendance team = principal, health clerk, secretary, community liaison Teacher communication through SeeSaw, ParentSquare, or phone	All students	\$0.00	N/A
Strategy/ Activity #5	Case managers are on the attendance team for students with IEPs. Attendance review is emphasized during IEP meetings	All students	\$0.00	N/A

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.

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.

Last year, goal #3 was to provide more mainstreaming opportunities for students in our Therapeutic Special Day Classes. We have achieved this goal, as every student had an opportunity to mainstream this year.

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

There were no major changes in the intended implementation or budgeting for the implementation of this goal.

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.

This year we have selected a new goal, based on the data that demonstrates that more than one quarter of our students with IEPs are chronically absent. As we focus on Oak Grove School District's goal of inclusive learning environments for students with disabilities, we have a glaring need to address why so many of our students are not present at school on a daily basis. We intend to improve attendance for students with disabilities by participating in the RAISE network and hosting meetings with families. We intend to gather input from students and families, so we can identify and address the reasons for poor attendance.

Goal # 4

Goal #	Description
Goal #4	We will host monthly coffee with the principal, quarterly parent informational meetings, and monthly paper newsletters. (Monthly PFA meetings & SSC meetings will continue, move both to hybrid.) We will communicate regularly through SeeSaw and ParentSquare. Additionally, we will add a quarterly meeting with families of students with IEPs in order to offer information and receive input.

Identified Need

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

We continue to look for the best ways to communicate with our families. Overall, we see steady attendance at our community events and continued smaller numbers of families who attend meetings. Digital communications through Parent Square and SeeSaw are still less effective than paper communication. We have an increased number of families connected via Parent Square, but this has not resulted in what we would like to see happening.

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
Parent Square Data	Total: 343 families 99.4% of families are connected 52% of families have the app downloaded 39% have notifications turned on 86% receive messages via email 15% receive messages via text	Increase the downloaded app to 75%
SeeSaw Data	259 Families Logged in 10/12 teachers actively using this year Not using in Preschool	99% of families are connected 11/11 teachers actively using Preschools begin to use

Meeting/Event Attendance data	Semester 1: 12-15 families Semester 2: 5-6 families	Maintain 15+ families in attendance for meetings throughout the school year. Engagement in different meetings should reflect at least 20% of our families participating throughout the school year. Engagement in community events should reflect at least 50% of our families participating throughout the school year.
Leader in Me Survey: Family & Engagement	Spring 2025 School and Family Partnership: 76/100 Family Engagement: 74/100 Community Engagement: 74/100	Spring 2027 School and Family Partnership: 80/100 Family Engagement: 80/100 Community Engagement: 80/100

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)
Strategy/ Activity #1	SeeSaw	All students	\$0.00	District provided resources/free to the site community resource
Strategy/ Activity #2	Parent Square	All students	\$0.00	District-funded

Strategy/ Activity #	Description	Students to be Served	Proposed Expenditures	Funding Source(s)
Strategy/ Activity #3	Paper communication	All students	\$0.00	District provided resources/free to the site community resource
Strategy/ Activity #4	Meeting Snacks	All students	\$0.00	District provided resources/free to the site community resource

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.

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.

So far, our strategies have not been sustainable, and our community involvement has not increased.

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 changes to intended expenditures.

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

We will be emphasizing family communications on paper and in a variety of formats, hybrid meeting formats, and careful data collection on meeting attendance.

Goal # 5

Goal #	Description
Goal # 5	Deepen implementation of Leader in Me combined with Positive Behavioral Intervention Strategies (PBIS) structures as measured by an increase in the PBIS Tiered Fidelity Inventory and LIM Measurable Results Assessment.

Identified Need

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

We are entering the third year of Leader in Me implementation in 2026-27. In 2025, our first Measurable Results Assessment, a survey administered to students, staff, and families, yielded an overall satisfactory score (77), an effective score (80) in school culture, and a satisfactory score (74) in leadership and academics. We have not yet completed the survey this school year. One area where we scored in the 'needs improvement' range was student goal setting. We will emphasize goal setting through the Leader in Me program this year. In particular, this emphasis will empower our students with IEPs as they build an understanding of how to set goals and work to achieve them, rather than competing with others.

We also began to refresh and align our Positive Behavioral Interventions and Supports (PBIS) systems with a new mission/mantra. Our Tiered Fidelity Inventory results demonstrated significant improvement in areas of Teams to support Tiers 1 & 3, while Tier 2 remained the same, as it was already a strength. An area of need is analyzing our data to measure the outcomes of our PBIS implementation. Next year, our team will analyze behavioral data to evaluate the effectiveness of our Tier 1 strategies and Tier 2 data to evaluate the effectiveness of our interventions, as we can see that, in both areas, we need to improve our evaluation systems. When reviewing behavioral and academic data, we will ensure we review data for students with IEPs as a subgroup, so we can track all areas of growth and improvement and address areas of need.

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
Leader in Me Measurable Results Assessment	Spring 2025 Overall: 77 (Satisfactory) Leadership: 75 (Satisfactory) Culture: 80 (Effective) Academics: 76 (Satisfactory) Goal Achievement: 74 (Satisfactory) - Student goal support: 68 (Needs Improvement) - Student Goals: 74 (Satisfactory) - School Goals: 82 (Effective)	Spring 2027 Overall: 78 (Satisfactory) Leadership: 75 (Satisfactory) Culture: 80 (Effective) Academics: 80 (Effective) Goal Achievement: 80 (Effective) - Student goal support: 78 (Satisfactory) - Student Goals: 80 (Satisfactory) - School Goals: 82 (Effective)
PBIS Tiered Fidelity Inventory	Overall 2026: Tier 1 - 40%, Tier 2 - 54%, Tier 3 - 74% Tier 1 Teams: 50%, Implementation: 50%, Evaluation: 12% Tier 2 Teams: 75%, Interventions: 60%, Evaluation: 25% Tier 3 Teams: Teams 88%, Resources 67%, Support Plan 75%, Evaluation 63%	Overall 2027: Tier 1 - 50%, Tier 2 - 62%, Tier 3 - 74% Tier 1 Teams: 50%, Implementation: 50%, Evaluation: 50% Tier 2 Teams: 75%, Interventions: 60%, Evaluation: 50% Tier 3 Teams: Teams 88%, Resources 67%, Support Plan 75%, Evaluation 63%
Student Connectedness & Belonging	Fall 2025 94% Feel safe at school 89% Connected to an adult Spring 2026 92% Feel safe at school 91% Connected to an adult	2026-27 Goal: 97% Feel Safe at School 95% Connected to an adult

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)
Strategy/ Activity #1	Leader in Me Coaching Days, 3 teachers x 2 days working with our Leader in Me Coach to develop the strategies for deeper implementation. Substitute teachers cover the classrooms while teachers are released.	All students	\$1,404.00	LCFF
Strategy/ Activity #2	Data Analysis - Utilizing existing structures of team meetings, ensure that some time is focused on analyzing our data to measure the effectiveness of our systems.	All students - Tier 1 Students who receive intervention - Tier 2-3 Students with IEPs - Tier 1-3	\$0.00	N/A
Strategy/ Activity #3	Utilize Print Shop to post PBIS Mantra, Leader in Me Habits, and Schoolwide Expectations in various locations around the school and in classrooms.	All students	\$200.00	LCFF
Strategy/ Activity #4	BGS Kids - In order to support the implementation of our Leader in Me program and PBIS systems during recess, we need the support to organize leadership roles and teach positive interactions during playtime	All students	\$0.00	N/A

Annual Review

SPSA Year Reviewed: 2024-25

Respond to the following prompts relative to this goal. If the school is in the first year of implementing the goal, an analysis is not required, and this section may be 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.

We were in the second year of Leader in Me implementation, and we worked on our PBIS structures as a team this year. We were able to open our wellness center with support from our mental health intern and our social work intern. Through our interns we were able to serve about 10 students with individual counseling, about 15 students in social skills groups, and about 10 others for semi-regular wellness center visits. In addition, we connected 8 students with counseling through Alum Rock Counseling.

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

We did not spend on any additional time from our social work intern as intended. Instead, we diverted the funds to support BGS Kids, which contributed to a positive climate at recess.

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.

Our latest Student Connectedness and Belonging Survey shows that we have maintained a general feeling of safety and connectedness, although we would still like to move toward 100%. Since attendance will be addressed specifically in goal #3, for this goal, we will utilize surveys that help us measure our implementation of PBIS (Tiered Fidelity Inventory) and Leader in Me (Measurable Results Assessment) to help us determine effectiveness and areas of improvement in implementation of these major strategies.

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	\$185,479.00

Total Funds Budgeted for Strategies to Meet the Goals in the SPSA	\$185,479.00
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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	\$162,988.00
[List federal program]	\$0.00
[List federal program]	\$0.00
[List federal program]	\$0.00
[List federal program]	\$0.00

Subtotal of additional federal funds included for this school: \$162,988.00

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

State or Local Programs	Allocation (\$)
LCFF	\$22,491.00
[List state or local program]	\$0.00
[List state or local program]	\$0.00
[List state or local program]	\$0.00

Subtotal of state or local funds included for this school: \$22,491.00

Total of federal, state, and/or local funds for this school: \$186,518.50

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.

The SPSA consolidates all school-level planning efforts into one plan for programs funded through the Consolidated Application (ConApp), and for federal school improvement programs, including schoolwide programs, Comprehensive Support and Improvement (CSI), Targeted Support and Improvement (TSI), and Additional Targeted Support and Improvement (ATSI), pursuant to California *Education Code (EC)* Section 64001 and the Elementary and Secondary Education Act as amended by the Every Student Succeeds Act (ESSA). This template is designed to meet schoolwide program planning requirements. It also notes how to meet TSI 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). Each section also contains a notation of how to meet TSI requirements.

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

For additional questions or technical assistance related to LEA and school planning, please contact the California Department of Education's (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.

For questions or technical assistance related to meeting federal school improvement planning requirements (for CSI, TSI, and ATSI), please contact the CDE's School Improvement and Support Office at SISO@cde.ca.gov.

Plan Description

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

Additional TSI Planning Requirements:

- Schools identified for TSI must briefly describe the purpose of this plan by stating that this plan will be used to meet the TSI 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 TSI Planning Requirements:

- This section meets the requirements for TSI.

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.

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.

Additional TSI Planning Requirements:

- When completing this section for TSI improvement, goals must align to the goals, actions, and services in the LEA 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 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.

Identified Need

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

Additional TSI Planning Requirements:

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

Annual Measurable Outcomes

Identify the metric(s) and/or state indicator(s) that the school will use as a means of evaluating progress toward accomplishing the goal. A school may identify metrics for specific student groups. Include in the baseline column the most recent data associated with the metric or indicator available at the time of adoption of the SPSA. The most recent data associated with a metric or indicator includes data reported in the annual update of the SPSA. In the subsequent Expected Outcome column, identify the progress the school intends to make in the coming year.

Additional TSI Planning Requirements:

- When completing this section for TSI the school must include metrics related to the specific student group(s) that led to the school's identification

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 Education Code, Section 64001(g)(3)(C), proposed expenditures, based on the projected resource allocation from the governing board or governing body of the LEA, to address the findings of the needs assessment consistent with the state priorities including identifying resource inequities which may include a review of the LEA's budgeting, its LCAP, and school-level budgeting, if applicable.

- 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 local educational agency's budgeting, its local control and accountability plan, and school-level budgeting, if applicable.

Additional TSI Planning Requirements:

- When completing this section for TSI this plan must include evidence-based interventions and align to the goals, actions, and services in the LEA LCAP.
- When completing this section for TSI, at a minimum, the student groups to be served shall include the student groups that are consistently underperforming, for which the school received the TSI designation. For TSI, a school may focus on all students or the student group(s) that led to identification based on the evidence-based interventions selected

NOTE: Federal funds for CSI shall not be used in schools identified for TSI or ATSI.

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 TSI Planning Requirements:

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

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

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 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); and
 - 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; and
 - ii. Identify the specific academic needs of students and groups of students who are not yet achieving the State's academic standards; and
 - iii. Assess the needs of the school relative to each of the components of the schoolwide program under 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 local educational agency (may include funds allocated via the ConApp, federal funds, 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:

Plan Requirements for School to Meet Federal School Improvement Planning Requirements

For questions or technical assistance related to meeting Federal School Improvement Planning Requirements, please contact the CDE's School Improvement and Support Office at SISO@cde.ca.gov.

Targeted Support and Improvement

In partnership with educational partners (including principals and other school leaders, teachers, and parents) the school shall develop and implement a school-level TSI plan to improve student outcomes for each subgroup of students that was the subject of identification (Educational Partner Involvement).

The TSI plan shall:

1. Be informed by all state indicators, including student performance against state-determined long-term goals (Goal, Identified Need, Expected Annual Measurable Outcomes, Annual Review and Update, as applicable); and
2. Include evidence-based interventions (Planned Strategies/Activities, Annual Review and Update, as applicable). (For resources related to evidence-based interventions, see the [U.S. Department of Education's "Using Evidence to Strengthen Education Investments" \[PDF\]](#).)

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

Single School Districts and Charter Schools Identified for School Improvement

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

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

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

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

TSI Resources:

For additional TSI resources, please see the following links:

- [TSI Planning Requirements](#)

Appendix C: Select State and Federal Programs

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

- [Programs included on the ConApp](#)
- [ESSA Title I, Part A: School Improvement](#)
- [Available Funding](#)

Updated by the California Department of Education, September 2024

STEAM@Stipe School Site Council

Tuesday, May 26, 2026 · 6:00 – 7:00pm

Video call link: <https://meet.google.com/anq-rqik-jhu>

Agenda:

- Welcome
- Attendance
 - [School Site Council Meeting Attendance 2025-26](#)
- SPSA Draft & Budget Review
- Vote for approval
- Q & A
- Adjournment

STEAM@Stipe School Site Council

Tuesday, May 26, 2026 · 6:00 – 7:00pm

Video call link: <https://meet.google.com/anq-rqik-jhu>

Agenda:

- Welcome - 6:03pm
- Attendance – *all members were present*
 - [School Site Council Meeting Attendance 2025-26](#)
- SPSA Draft & Budget Review 6:05pm-6:35pm
 - *Mrs. Tilston did a final review of all parts of the SPSA*
- Vote for approval 6:38pm
 - *Lynn McFadden made a motion to approve the SPSA.*
 - *A second was made by Victor Ramirez.*
 - *The motion was passed unanimously in a roll call vote.*
- Adjournment

STEAM@Stipe Elementary
School Site Council Meeting Attendance
2025-2026

Members

Name	Role	12/2/25	1/27/26	2/24/26	3/24/26	4/28/26	5/26/26
Lauren Tilston	Staff (Principal)	LT	LT	LT	LT	LT	LT
Laurie Loforti	Staff (Teacher)	LL	LL	LL	LL	LL	LL
Maria Gaeta	Staff (Teacher)	MG	MG	MG	MG	MG	MG
Samara Glantz	Staff (Teacher)		SG	SG	SG	SG	SG
Lynn McFadden	Parent/Guardian		LM	LM	LM		LM
Victor Ramirez	Parent/Guardian	VR		VR	VR	VR	VR
Teresa Olguin	Parent/Guardian		TO	TO	TO	TO	TO